

Meeting Call for Regular Meeting of the Santa Cruz Division
Friday, November 15, 2013 at 2:30 p.m.
Colleges Nine and Ten Multipurpose Room
ORDER OF BUSINESS

1. Approval of Draft Minutes
 - a. Draft Minutes of May 29, 2013 (AS/SCM/305) p.iv

2. Announcements
 - a. Chair Konopelski
 - b. Chancellor Blumenthal (not attending)
 - c. Campus Provost/Executive Vice Chancellor Galloway

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

4. Special Orders: Annual Reports
CONSENT CALENDAR:
 - a. Committee on Academic Freedom (AS/SCP/1728) p.1
 - b. Committee on Admissions and Financial Aid (AS/SCP/1729) p.4
 - c. Committee on Affirmative Action and Diversity (AS/SCP/1730) p.13
 - d. Committee on Computing and Telecommunications (AS/SCP/1731) p.18
 - e. Committee on Educational Policy (AS/SCP/1732) p.21
 - f. Committee on Emeriti Relations (AS/SCP/1733) p.29
 - g. Committee on Faculty Welfare (AS/SCP/1734) p.32
 - h. Committee on International Education (AS/SCP/1735) p.39
 - i. Committee on Library and Scholarly Communications (AS/SCP/1736) p.44
 - j. Committee on Planning and Budget (AS/SCP/1737) p.49
 - k. Committee on Preparatory Education (AS/SCP/1738) p.56
 - l. Committee on Privilege and Tenure (AS/SCP/1739) p.61
 - m. Committee on Research (AS/SCP/1740) p.63
 - n. Committee on Rules, Jurisdiction, and Elections (AS/SCP/1741) p.74
 - o. Committee on Teaching (AS/SCP/1742) p.76
 - p. Graduate Council (AS/SCP/1743) p.80

5. Reports of Special Committees (none)

6. Reports of Standing Committees
 - a. Committee on Committees (AS/SCP/1744) p.86
 - i. Additional Nominations 2013-14
 - b. Committee on Faculty Welfare p.87
 - i. Resolution on Health Care (AS/SCP/1745)
 - c. Committee on International Education p.89
 - i. Oral Report on Internationalizing UCSC (AS/SCP/1746)

7. Report of the Student Union Assembly Chair
8. Report of the Graduate Student Association President

9. Petitions of Students (none)
10. Unfinished Business (none)
11. University and Faculty Welfare
12. New Business

November 7, 2013

Academic Senate
Santa Cruz Division

Dear Colleagues:

The first meeting of the Academic Senate will be held on Friday November 15, 2013, 2:30-5:00 PM at the College 9 & 10 Multipurpose Room, immediately followed by a reception. There are two committee submissions I'd like to bring to your attention; one requires action.

The Committee on Faculty Welfare (CFW) has put forward a resolution on Health Care. As you know, we are in the Open Enrollment period for our health care plans. You should also be aware that with the implementation of UC's self-insurance plan, there are big changes in health care options. CFW has noted discrepancies in the information provided on the Open Enrollment website and puts forward for a vote, a resolution calling on UCOP to update those pages so UC employees can make informed choices. The situation with our Health Care options is evolving, so there will no doubt be plenty of fodder for a lively discussion!

The Committee on International Education will present an oral report about the very preliminary results of their survey on UCSC international contacts, plans for this year's campus wide discussion on internationalization and a little myth busting of common misconceptions. Whether you support this effort or have reservations, you must come and contribute your perspective on this important issue.

The agenda may be viewed at:

http://senate.ucsc.edu/senate-meetings/agendas-minutes/2013_november_15_senate_meeting/index.html

Looking forward to seeing you on the 15th!

Sincerely,



Joe Konopelski, Chair
Academic Senate
Santa Cruz Division

SUBMISSION OF PROPOSED CORRECTIONS TO THE MINUTES
May 29, 2013 Senate Meeting

The draft minutes from the May 29, 2013 Senate meeting were distributed via email on November 1, 2013 and will be presented for approval at the Senate Meeting on November 15, 2013. After being approved, these minutes will be posted on the Senate web site (<http://senate.ucsc.edu/senate-meetings/agendas-minutes/index.html>).

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

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

Please submit all proposed changes to arrive in the Senate Office **no later than 12:00 noon, Thursday, November 14, 2013**. They should be addressed to the Secretary, c/o Academic Senate Office, 125 Kerr Hall or via email to senate@ucsc.edu.

Junko Ito, Secretary
Academic Senate
Santa Cruz Division

November 1, 2013

COMMITTEE ON ACADEMIC FREEDOM 2012-13 Annual Report

To: Academic Senate, Santa Cruz Division

The Committee on Academic Freedom (CAF) met each quarter to complete its main business of the year. CAF reviewed and recommended policy changes to the Open Access Policy, commented on a campus purchase of software for plagiarism, and responded to a request for the definition of political indoctrination in course content.

In addition, after CAF Chair Glass participated in discussions at the University Academic Senate's Committee on Academic Freedom (UCAF) concerning procedures for the examination or investigation of complaints brought before campus CAFs, the committee discussed the constellation of issues raised. It was decided that CAF's role was and should be limited with regard to authority over any grievances faculty members or other members of the campus community may bring to the committee. Members agreed that CAF should not be an investigative body, and should only make recommendations to other appropriate Senate or University committees if it appears that a legitimate claim has been raised. For example, the committee would recommend that faculty members file a formal grievance with the Committee on Privilege and Tenure, which does have plenary authority to investigate or hold hearings if necessary. It might well be that the CAF Chair or some other CAF committee member would be asked to advise such a process if it were to occur. The task of creating an online resource for the committee's website with guidance for faculty and other members of the campus community will be passed on to 2013-14 CAF.

Open Access Policy

The Committee reviewed the Open Access Policy proposal put forward by the University Committee on Library and Scholarly Communication. CAF was generally supportive of the policy with one exception that the committee wanted addressed prior to promulgation. There are clear benefits to Open Access: it will apply pressure on journals to keep costs down; all faculty articles will be centrally located, making preparing for personnel reviews far more efficient; meta-data records on faculty publications will be available; and faculty articles will be permanently archived. Members responded with concern with regard to the nature of access to the database for eScholarship when faculty opt out of the licensing agreement with the University; that is, even if faculty opt out under the current policy, they are nonetheless required to deposit a copy of their article in the repository. The scope of access in these cases was not clear in the policy as written. It is of particular concern for faculty who publish articles that include copyrighted materials for which limited permissions have been secured, often at a significant cost determined in part by the number of 'uses' of the material in relation to the particular format of publication. CAF recommended this concern be addressed in the policy by clearly ensuring that when a faculty member opts out of the licensing agreement that the deposited article is not made publicly accessible by any means other than through the copyright holder. After CAF finished meeting for the year, the revised approved policy was sent out for comment; after reviewing the language, it was clear CAF's concern was addressed. Faculty members can opt out without penalty and statements of support from Provost Dorr allay most of the fears we had about implementing this policy in the short term.

Campus-wide Purchase of Software for Plagiarism

The committee was generally positive about purchasing a campus-wide license for software to detect plagiarism. The software should enable comparison with publicly available (Internet-based) sources as well as campus-based sources, including papers written for both current and past offerings of UCSC classes. The committee felt that this could help detect cases of plagiarism, ensuring that students do their own work and encouraging them to uphold high standards of authorship and attribution. Committee members stressed the plagiarism software must be “opt-in” for individual faculty members and instructors—the committee was unanimous that its use should not be mandated—and should integrate with the eCommons submission system to make its use more convenient for instructors. The committee felt that, while it was acceptable for papers from past offerings of UCSC classes to be maintained for local use, it was *not* acceptable for the papers to be made available to other universities for use in detecting plagiarism. It is also worthwhile to note that this software is not perfect; in particular, it cannot catch cases in which a student pays an outside source to write an original paper.

The committee’s primary concerns were over cost and questions of policy in relation to various sorts or levels of infraction, such as with respect to what might happen if a large fraction of a class was identified as having plagiarized material. In addition, some faculty members raised concerns about impacts on faculty time with having to deal formally with the many varieties of plagiarism. The campus will need to develop policies to guide faculty responses to the various types of plagiarism and their variant levels of severity.

Request for Definition of Political Indoctrination related to Course Materials

During spring quarter the Committee received a request for defining political indoctrination and scholarly content with regard to instruction. In addition, CAF Chair Glass consulted with UCAF. The judgments of both committees agreed. From the issues raised and the supporting materials provided for consideration, no evidence of political indoctrination was discerned. The conclusions reached by both committees are as follows.

Political indoctrination cannot occur within the context of a single university course, no matter how skewed, partisan, or ideological its content may be. Indoctrination requires a broader social, political, and cultural context that obstructs or diminishes the use of reason, logic, and evidence in judgments, and that actively constrains the consideration of perspectives that differ from the dominant one that is reinforced in the broader (indoctrinating) context. Moreover, from the evidence provided for the particular course that was the subject of the complaint, the use of reason, logic, and evidence were not prevented or undermined in either course discussions or assignments.

The assignment of course materials that may be skewed, partisan, or ideological is not evidence of their use for the purposes of indoctrination. Instructors might very well use such materials as foci of analysis and critique. The particular readings for the course that are referenced as objectionable in the complaint were drawn from journals that utilize peer review in their selection process, and thus, even if their authors are shown to be personally biased, that is not a warrant for excluding the use of the articles in university courses.

Instructors are free to select course materials that they deem appropriate or important to the subject matter of their courses and within the purview of their expertise; the materials that were

presented as objectionable can reasonably be construed to be appropriate to the particular course within which they were assigned.

The fact that one (or more) students find a particular course, or certain materials in that course, to be objectionable is not itself a warrant for the position that such courses or materials need to be removed from the curriculum. This conclusion is even more strongly supported in cases where the course is an elective, or in cases where there is no penalty to students who choose not to engage with particular readings. Further, the fact that a student finds some aspect of a course objectionable provides no evidence that the course might in some way be indoctrinating.

Members felt the best response to speech, readings, or positions that one finds objectionable is more speech, more critical peer-reviewed scholarship, and more public debate. Both committees believe that university campuses should be places where such matters can be discussed and debated with vigor and civility. Efforts to constrain any one side surely will undermine the openness that is essential to university life.

Respectfully submitted;

COMMITTEE ON ACADEMIC FREEDOM

Maria Evangelatou (*F*)
Ethan Miller
G.S. Sahota
Bakthan Singaram
Elizabeth Stephens (*W&S*)
Ron Glass, Chair

Mark Baker, NSTF
Jacob Rios, SUA

July 31, 2013

COMMITTEE ON ADMISSIONS AND FINANCIAL AID 2012-13 Annual Report

To: Academic Senate, Santa Cruz Division

The Committee on Admissions and Financial Aid (CAFA) had another in a series of highly engaged years, with the primary foci of 1) investigating the results of the previous Holistic Review cycle, and assisting the Office of Admissions with policy to enhance and streamline this year's process, 2) producing a rubric for data on the outcomes of our admissions cycle, to be linked in the future with both first year performance and retention data, 3) addressing the lack of investment in non-resident student recruitment and yield for our campus, which has seen us lag behind systemwide UC enrollment targets, 4) implementing revisions to undergraduate admissions appeals policies, and 5) general oversight of the revisions to the UCSC Honors Program.

This was a critical year for CAFA, in which the committee made great strides in reconfiguring its orientation toward the changing selectivity and financial realities of the campus. These changes include, greater understanding of the complexity of our admissions process (the implementation of Holistic Review and associated tools and data from other campuses), identification of the need to parse our differential enrollment targets, the creation of new data sets to address our increased selectivity, and using these data to reorient the honors and other programs in the future. Much of this work was highly sensitive and nuanced, requiring the committee to assess its practices and how CAFA interfaces with the administration.

Work of CAFA in 2012-2013

Committee Foci

The Committee interfaced with several campus and Senate processes:

1. Holistic Review Cycle

CAFA worked diligently throughout the year reviewing the implementation of the Holistic Review admissions process as conducted for Fall 2012 frosh. While there were numerous logistical issues which were enumerated and addressed with UC systemwide and the "UCB tool", CAFA felt strongly that the first year of Holistic Review was a success. Our campus did not suffer from any drastic increases or declines in specific demographic groups, and the academic preparedness held steady.

Of particular concern to the committee was codifying the review cycle for the admissions process, including both fall outcomes as well as mid-year reporting which would enable policy changes to be effected prior to final admissions decisions in March. This was an issue this year with CAFA review and decision-making constrained by foreseeable operational timelines.

CAFA member Andy Fisher was instrumental in devising a series of analyses which CAFA has forwarded to both the Vice Provost and Dean of Undergraduate Education Hughey as well as to Planning & Budget. Our hope is that these report criteria can be operationalized as standing

reporting, as well as linked to existing (first year) student performance and retention statistics. These data would allow CAFA to refine the campus' admissions process to better insure the success of all students who are admitted.

2. Non-resident Admissions

CAFA remains critically concerned that UCSC has been unable to yield the required enrollment target as identified by UCOP for non-resident (including international) students. This deficiency results in a large campus revenue shortfall annually. While both Senate and administrative bodies have been focused on this issue for some time, and there are clearly numerous related issues, CAFA is committed to assisting in remedying this structural deficit as quickly as possible. CAFA views the objective of achieving our non-resident enrollment targets as a major priority for the Admissions Office, both because it improves the student experience and because it enables the continued growth of the campus infrastructure which supports all our students.

Towards this end, the Committee charged the Admissions Office with parsing the applicant pool into three discrete pools with separate enrollment targets: California (CA) residents, domestic non-residents, and international students. CAFA set the target for non-resident/international student enrollments for Fall 2013 at no less than 100. To achieve this goal, CAFA remains committed to admitting only qualified non-resident students who will compare favorably with their classmate cohort. Based on this change, our campus yielded approximately 80% more statement of intent to registers (SIR) from domestic and international non-residents. Final enrollment figures will be available in the third week of Fall 2013.

3. Major Preparedness

The BOARS Transfer Proposal (February 2012), slated for efficacy in Fall of 2015 is aligned with campus goals related to transfer student major preparation. The requirements are intended to introduce the student to their chosen major field, ensure that they have adequate competence for success, and begin them on their pathway for UC admissions. In addition, for the purposes of equity, we need to ensure that transfer students are not being expected to complete more credit hours for a major than native students.

In order to formulate the most advantageous and achievable major preparation requirements, as well as adequately notify our prospective transfer students, CAFA asked all departments to identify and review their transfer major requirements. From this, several departments, including the Biology, Economics, and Psychology, piloted the implementation of their requirements for this year's transfer admission review. Jack Baskin School of Engineering previously had these requirements in place where appropriate.

Once the policy was in place and the purpose of the transfer requirement change disseminated, CAFA turned the feedback they had received from various departments over to the Committee on Educational Policy (CEP). CEP plans to embed the review of proposed major preparation courses within the normal course approval process for Winter/Spring. CAFA will continue to collaborate with CEP in the review of major preparation requirements, though CEP is and will remain the authority on articulation and approval of major satisfying coursework.

Sub-Committee Efforts

CAFA's membership is divided among several subcommittees which do a large portion of the detail-oriented work with committee stakeholders prior to full committee review and/or approval. Two major projects for the subcommittees were continued from 2011-12: revisions to the CAFA Appeals Guidelines and work on the UCSC Honors Program.

1. Appeals subcommittee

The CAFA Appeals subcommittee revised and updated a draft of the undergraduate admissions appeals policy which was reviewed by CAFA and approved. In addition to addressing several areas of possible concern, the new policy includes the formulation of the Cancellation Appeals Review Committee (CARC) which will bear primary responsibility for review of undergraduate appeals under CAFA's ultimate authority. The policy covers admission denial for first-year applicants, denial for transfer students, cancellation due to a missed deadline, and cancellation due to an academic shortfall.

2. Honors and Merit Scholarships subcommittee

Merit Scholarships

The subcommittee reviewed the two essay prompts used in 2011-12, and made minor changes to one of them. From the 1077 students who were invited to submit essays, we received essays from 328 students. After CAFA members evaluated and ranked the essays, 189 students were invited to be Regents Scholars. To encourage their acceptance, several CAFA faculty participated in the Chancellor's Reception for Regents Scholars, meeting with prospective students and their families. The final yield was 29 Regents Scholars.

Honors Program

This year, the Honors subcommittee worked jointly with two members of CEP on the continuing evolution and implementation of the UCSC Honors program. The goals of the subcommittee were 1) to assess which aspects of the pilot First Year Honors Program (FYHP) appear to be working and which are not yet working well; 2) to consider the tasks that need to be accomplished each year, who should be responsible for each task, and how best to coordinate efforts; 3) to generate a draft FYHP charter. The committee, perceiving that it was too early in the process to devise a charter, generated a timeline of tasks and deadlines for an incoming cohort of Honors students, as well as a "working plan" describing the student experience, the responsibilities of a faculty Director of Honors, the responsibilities of a staff Program Manager, and a budget.

The subcommittee considered several additional issues, especially as they relate to increasing the attractiveness of the FYHP for incoming students and improving the overall honors experience. Some of the many questions discussed at length:

- 1) How many Colleges should be involved in the FYHP? Should this be a campus-wide offering?
- 2) Should students have to be ELWR-satisfied to be invited into the FYHP?

- 3) Should international and nonresident students be allowed to participate even if they are not able to satisfy ELWR prior to arriving on campus?
- 4) Should FYHP students be offered priority registration?
- 5) Should FYHP students have an “Honors” designation on their transcript?
- 6) Should we allow students to enter the program winter quarter or in their sophomore year?

Issues for the Near Future

There are several admissions and financial aid related issues that CAFA will continue to address in the near future.

1. Greater transparency in the selection and yield processes for all students.
2. Establishing an enhanced understanding of which students we are attracting, admitting, and yielding and if this aligns with the goals of the faculty.
3. More thorough data analysis and collaboration with the Admissions Office as well as CPB in accessing data.
4. Adjustments to our application of Holistic Review, including selection and training of readers, based on these data.
5. Increasing non-resident & international student populations to UCOP mandated levels and in accordance with the campus long range enrollment plan.
6. Consideration of exceptions to the normal admissions timeline.
7. Review of campus financial aid operations and recent staffing changes.

Admissions and Financial Aid for Fall 2012

Admissions

This was the second year that UCSC used a Holistic Review model for selecting frosh admits, although this year UCSC implemented “second reads” on many applications to ensure a more comprehensive assessment. This aligned with what our sister campuses are doing in their Holistic Review models. Since Holistic Review is labor-intensive, the Office of Admissions employed 30 external readers who were trained to conduct the UCSC Holistic Review.

Applications: UCSC again saw significant increases in applications from frosh applicants, a 16.6% rise, driven in part by an increase of over 1,100 international students. Total frosh applications was 38,639 compared to 33,142 for fall 2012. At the transfer level, an increase of 5.8% was achieved with 8,147 junior-level applicants this year compared to 7,698 the previous year. These increases, mixed with UCSC’s reduced enrollment targets (3,500 frosh and 1,000 transfers) meant that UCSC would be far more selective than the previous year.

Of the 38,639 frosh applications, increases were seen in several important categories: African-American applications increased by 306 students (18.6%), Hispanic applications increased by 2,531 (27.5%), and international applications increased by 932 applications (60%). American Indian applications saw a slight decrease (10 applicants) over the previous year. At the transfer level, the increase in applications also saw gains in all underrepresented ethnic categories, albeit smaller than the frosh cohort. Of the total 8,147 applications, African American applications increased by 22 (6%), American Indian increased by 7 (6.5%) and Hispanic increased by 309 (18%).

Admissions: UCSC admitted 20,038 frosh for fall 2013, a slight decrease over the previous year of 140 students. The frosh enrollment target for fall 2013 was 3,500, a decrease of approximately 200 students from the enrollment target for fall 2012. Given the increase in applications and a reduced enrollment target, the admission rate of frosh decreased significantly for fall 2013, from 60.8% to 48.5% for fall 2013. This is the most selective UCSC has been since the opening of the campus. As a result, academic quality of the admitted frosh cohort was increased across the board. The mean GPA of admitted frosh was 3.86 (on a 4.0 scale). UCSC offered some denied frosh an opportunity to be on a UCSC waitlist, and this year, all waitlisted frosh were later offered admission for the fall term.

Non-residents: Increases in non-resident offers of admission (both domestic non-residents and international students) were achieved by using differentiated enrollment targets, meaning a separate target was used for each of the three distinct cohorts (resident, non-resident domestic (NRD), and international(IS)). 1,554 NRD and 1,504 IS were admitted. Note: International students are identified for this purpose by their F1 visa status, not on their country of origin. This equates to an admit rate of 79.2% for NRD and 60% for IS.

Transfers: At the transfer level, UCSC admitted 4,454 juniors, a decrease of 834 students (15.7%) from the previous year. The annual enrollment goal for transfers was set at 1,100 students, down by 200 students from the previous year.

SIRs: Frosh SIRs (Statements of Intent to Register, those students accepting their offers of admission) totaled 3,877, a decrease of 646 students (14.3%). While some decrease was expected, the decrease in California residents was greater than anticipated. International SIRs, however saw a tremendous gain, 177 students compared to 32 the previous year. Transfer SIRs totaled 1,246, a decrease of 413 students (25%) from the previous year.

Official enrollment figures will not be available until October, although it is estimated that frosh enrollments will be between 3,200-3,250, missing the target by approximately 200-250 students. The transfer student estimate of 1,000 may be achieved. International students are estimated at around 100.

While our admit rates across the board are high, our yield is not, especially for top performing students. Understanding the causes for “melt” is one of the goals for CAFA this coming year.

Financial Aid and Scholarships

The demand for financial aid continues to increase, with about 75% of UC Santa Cruz students receiving some type of financial aid in 2012-13 (including grants, scholarships, loans and/or work-study assistance.) This year, support has been provided to 12,103 undergraduate students and 1,385 graduate students.

Political and Budgetary Impacts

The limits on accessing Financial Aid imposed in the past three years include, at the state level, a change in the rules for accessing Cal Grants for continuing students which impacts nearly 300 students in the first year (2011-12) and reduces by \$4 million the amount of Cal Grant funds provided to the campus. On the federal level, in 2012-13, access to the Federal Pell grant was restricted to a maximum of 6 years, followed up this coming year with a 6-year restriction to undergraduate federal loans to the 2013-14 entering cohort.

In addition, there have been significant changes by the Department of Education to the Financial Aid Satisfactory Academic Progress (SAP) measurements. Beginning in 2012-13, access to federal aid is restricted for students who fail to meet academic pace and GPA requirements. This is in addition to the limits on aid to students exceeding institutional time-to-degree policies. These SAP changes have impacted more than 250 students in the first year of implementation.

On the positive side, the passage of the California Dream Acts (AB 130 and AB131) allows undocumented students who qualify for AB540 non-resident tuition exemptions to receive UC/CSU and state funded aid. Beginning in January 2013, these students were able to receive UC return-to-aid grant funds, and beginning in fall 2013 they will also be eligible to receive state funded Cal Grants. We anticipate that more than \$4 million will be disbursed to these students in the 2013-14 year, with as much as \$1 million being funded by the Cal Grant program.

The increased workload associated with these regulatory changes, as well as the larger number of students applying for aid, has required the Financial Aid and Scholarship Office to make significant changes in aid processing and office structure.

Verification of FAFSA data is critical and is performed by all UCs to protect university grant funds. The current federal methodology and FAFSA application used for need analysis is an inherently unfair process on several counts: it ignores the ability of non-custodial (divorced) parents to contribute; it ignores home equity; it ignores retirement investments (where savings can be sheltered); it ignores geographic differences in cost of living; and it automatically classifies a student as independent at age 24 resulting in no reporting of the financial data for their parents.

The Department of Education has made a step in the right direction, approved for the 2014-15 FAFSA, which will require students who have cohabiting and unmarried parents to include the incomes of both parents on the forms. This includes all cohabiting parents, even those in same sex relationships. This is the first time that these aid forms will collect the income information and other data from the legal parents of a student regardless of their marital status and gender, if they are living together.

UC has not yet made the choice to require students to submit an alternative/additional application such as the College Scholarship Service (CSS) – the Profile application. Like an admission application, CSS charges a fee for their service which increases dependence on the number of schools to which a student is applying. (Note: CSS offers campuses the option to purchase application fee waivers for certain populations of students.) UC has been deterred from adopting the use of the Profile by the fees and by the complexity/detailed nature of the application, and as a result, the development of a UC specific application has been discussed.

Current Financial Aid Data

Under the Educational Finance Model (EFM), 2013-14 UCSC undergraduate students who qualify for need-based assistance must pay approximately the first \$9,750 of their need from loan and/or work resources. After subtracting the loan/work expectation and the family contribution (from FAFSA data), gift assistance is offered to help pay the remainder of the total estimated cost. The average cost for a student living on campus in 2013-14 will be about \$33,300. In 2012-13 the Financial Aid and Scholarship Office administered over \$260 million in financial assistance to about 74% of UCSC’s undergraduate students, as compared to \$250 million/70% in 2011-12.

2012-13 Source of Aid	Percent of Undergraduates	Amount Received	Average Award
Gift Aid (all sources)	65%	\$180,000,000	\$ 16,920
UC Santa Cruz Scholarships*	9.1%	\$ 3,600,000	\$ 2,434
Federal Pell Grants*	48%	\$31,673,000	\$ 4,343
Student and Parent Loans	57%	\$82,000,000	\$ 8,760
Federal Work-Study	12%	\$ 2,800,000	\$1,431
* Included in gift aid			

Recent UC Santa Cruz graduates who enrolled as first-time frosh have an average debt of nearly \$20,358, but the debt ranges up to \$31,000 – the federal cumulative maximum amount an undergraduate student may borrow. Nationally, two-thirds of seniors graduated in 2011 had student loan debt, with an average of \$26,600 per borrower (<http://projectonstudentdebt.org/>). Each year, the U.S. Department of Education calculates cohort default rates for loans by campus. The national 3-Year average was 13.4% for 2009 (per Dept. of Ed.).

The rate for our campus has been exceptionally low in recent years but is beginning to climb.

UCSC Year	2-Year Draft Default Rate	2-Year Official Default Rate	3-Year Draft Default Rate	3-Year Official Default Rate
2008	1.8%	1.4%	*	*
2009	2.5%	2.5%	4.1%	3.7
2010	2.4%	2%	4.3%	Not yet avail.
2011	4.6%	Not yet avail.	Not yet avail.	
* 3-Yr default rates were not calculated prior to 2009				

Campus undergraduate scholarship programs are administered by various campus departments as well as by the Financial Aid and Scholarship Office. Listed below are data for major scholarship programs administered by the Financial Aid and Scholarship Office:

2012-13 Scholarship Program	Recipients	Amount Received	Average Award
Regents Scholarships	156	\$ 723,134	\$4,886
Campus Merit Scholarships	267	\$ 364,945	\$1,367
Pister Leadership Opportunity Awards	24	\$ 201,255	\$8,386

Less than 10% of undergraduates receive scholarships each year and UC Santa Cruz has the lowest per capita scholarship support of all UC campuses – about \$220 per undergraduate student. University Relations and the Financial Aid and Scholarship Office have collaborated to ensure that scholarship fund raising is a component of the comprehensive capital campaign the campus is undertaking to ensure UC Santa Cruz is an affordable as well as attractive alternative for undergraduate students who aspire to attend.

For additional information, please note that the Office of the President maintains numerous reports regarding student financial support which can be found on the following website:
<http://www.ucop.edu/student-affairs/data-and-reporting/reports-to-the-regents-on-student-financial-support/index.html>

Appeals

There have been many changes in the area of appeals this past year, including the establishment of an appeals resources web site for all students that might have reason to appeal. CAFA’s subcommittee on Appeals worked with the Office of Admissions and Enrollment Management to address issues that arose in the previous year in the appeals for students that had their admission offers cancelled. A handful of those cases were extremely difficult and upon consultation with many individuals, including UCSC’s General Counsel, it was decided that additional policy transparency would better serve the campus.

As has been past practice, CAFA's annual report includes numbers and outcomes of the appeals received from students that were originally denied admission. This year (for fall 2013) there were 341 frosh appeals, a small increase of 27 over the previous year. Of the 341 frosh appeals that were submitted, 93 were granted, all of which met our selection criteria. All 93 students were read under the new Holistic Review process and scored comparably with other frosh admits. Of the 93 frosh that were admitted, 67 of them submitted their SIR.

There were 109 transfer appeals submitted for fall 2013, a slight increase (23) over fall 2012. Of the appeals that were submitted, 44 were granted, all of which met the same selection criteria that we used for all other transfer offers of admission. Of the 44 transfers that were admitted, 28 of them submitted their SIR.

Acknowledgements and Appreciation

This year has been greatly impacted with policy issues originating both internally and externally from BOARS, UCOP, and the state. Throughout extensive and exhaustive critical discussions, CAFA has attempted to retain UCSC's commitment to enrolling students of the highest caliber who will not only succeed but who will also contribute to the diversity and creativity of the campus. This has taken place within the context of a difficult period of enrollment pressures and campus budgetary realities. The success of the committee is owed to the quality of the membership, in particular, several long-standing members who have made multi-year contributions which have proven invaluable to the campus.

As always, CAFA enjoyed a close working relationship with the Undergraduate Education division, in particular the Offices of Admission and of Enrollment Management. Committee deliberations are often enhanced by contributions from Associate Vice Chancellor for Enrollment, Michelle Whittingham, and Admissions Director Michael McCawley. Likewise, the committee would like to thank its Senate staff analyst, Matthew Mednick for his support and collaboration throughout the year.

Respectfully submitted;

COMMITTEE ON ADMISSIONS AND FINANCIAL AID

Faye Crosby

Chris Edwards

Andy Fisher

Victoria González-Pagani

Minghiu Hu

David Even Jones

Daniel Selden

Susan Strome

June Gordon, BOARS Rep., Chair

Candace Calsoyas, NSFT

Anthony Milgram, SUA

Chad Oliver, SUA

August 31, 2013

COMMITTEE ON AFFIRMATIVE ACTION AND DIVERSITY

2012-13 Annual Report

To: Academic Senate, Santa Cruz Division

The Committee on Affirmative Action and Diversity (CAAD) is pleased to report on a productive year. The primary focus of the committee's work in 2012-13 was to improve UCSC's campus climate by enhancing diversity efforts. In carrying out this mission, CAAD: (1) opined and/or issued public statements regarding diversity concerns; (2) identified and attempted to address areas of concern for faculty in relation to diversity and campus climate issues; and (3) participated in general local and systemwide senate business. A brief overview is provided below.

Opinions and Public Statements

Policy Changes to UC Post-Employment Benefits

CAAD extensively reviewed changes to the UC post-employment health care benefits scheduled to take effect on July 1, 2013. The committee recognized that the changes were vetted at many levels of the university, are not open for negotiation, and that the university is not legally obligated to provide employee benefits. Nevertheless, given CAAD's charge and committee members' general commitment to diversity and equality at all levels of the campus and university, the committee publicly stated its opposition to the policy changes. Of particular concern to CAAD was the 'grandfathering' provision in relation to everyday understandings of fairness. It struck the committee as blatantly unfair that two faculty members hired at the same time with the same number of service credit years may be treated differently based on their initial age at hiring. While age discrimination may legally only apply to "older" people as a protected category, exploiting this legal loophole and discriminating against younger faculty and staff goes against a common sense understanding of fairness and justice. In addition, the committee expressed grave concern over the fact that the brunt of the policy changes will be borne largely by staff (more than half of staff and roughly 21.5% of UCSC ladder faculty will not be grandfathered). As such, this policy change is yet another way the growing two-tiered system of faculty and staff is being exacerbated. The committee believes that retaining excellent staff members is as important as retaining excellent faculty and is also an important aspect of the overall campus climate.

UC Response to the Faculty Salary Equity Study

The 2011 salary equity study performed by Professor Emerita Pauline Yahr (UCI) found that within the University of California gender does affect pay. CAAD expressed concern about this finding, and supported systemwide and local efforts to remedy the gender-related pay inequities outlined in the report. The UC Office of the President responded to the report in September 2012 by tasking each campus with performing at least one local faculty salary equity study by January 2015. UCSC plans to build on the 2011-12 efforts from the Committee on Faculty Welfare in looking in detail at advancement through the ranks, including salary growth relative to years of service/time since degree, both individually and aggregated by department. Adding gender and ethnicity data to this method will provide analysis of our campus for equity with respect to gender, ethnicity, and department.

Use of the Target of Excellence Program

The Target of Excellence (TOE) program permits the university to quickly respond to opportunities of great benefit that might otherwise be precluded if standard operating procedures are followed. The program is available to all departments and programs, contingent upon support from the divisional dean, and proposals are reviewed by the Committee on Planning and Budget (CPB) and CAAD; approval of TOE proposals rests with the Campus Provost. In recent years, due to ongoing budgetary uncertainties, there have been very few proposals. In 2012-13, however, there was a notable increase in proposals, prompting CAAD to review the program. CAAD recognizes the utility and success of the TOE program but raised concerns that an increase in its use may pose a threat for fair hiring practices by waiving the requirement for an open recruitment. Along these lines, the committee cautioned that the TOE program be used only to pursue targets of excellence that will make a lasting impact to the university, and not faculty that might otherwise be pursued through open recruitments or the spousal hire program. The Chairs of CAAD, CAP, and CPB also began discussions with Pamela Peterson, Assistant Vice Chancellor of Academic Personnel, in an effort to better define TOE and spousal hire criteria and to ensure that the process provides opportunity for substantial assessment by all relevant senate committees; we anticipate this conversation continuing into the 2013-14 academic year.

Financial Aid Funding Policy Proposals

In February CAAD reviewed a set of three proposals for revising the method by which the UC funds and allocates student financial aid. The proposals were sent out with an expedited review date which resulted in limited opportunity for review, despite having the potential for far reaching impact. CAAD appreciated the principles that each of the three proposals provided: expanded commitment to students from middle-income families; a more comprehensive assessment of parental wealth designed to capture resources not recognized under the federal need analysis methodology currently used; and, the application of a UC Office of the President corporate fundraising effort to support the UC's commitment to financial aid. CAAD was nevertheless hesitant to endorse any of the proposed options without additional analysis and information. Among the committee's many concerns about how the options might have a negative impact on diversity and diversity retention within the UC student body, the following were stated: it was unclear if the proposals took into consideration well documented pay discrepancies due to race and gender as well as discrepancies among fields of study which are also affected by race and gender; the committee expressed skepticism over how the report defines "middle-income families" as having incomes from \$80,000 to \$120,000, and "high-income" as anything above this, and pointed out that recent UC Census data portrays high-income earners as making more than \$180,000; most notably, CAAD argued that the discussion about all three options must happen in the context of student retention rates to ensure that low-income and first generation students—the most vulnerable students—will not have the most substantial debt and no degree if they are unable to graduate.

Proposals for Addressing Areas of Concern

Support for Faculty Engaged in Diversity Service

In 2011-12 CAAD developed a proposal for a Diversity Service Fellowship that would encourage and recognize diversity efforts across campus while also protecting those whose

service loads are particularly heavy. The fellowship would do this by rewarding faculty for their previous and ongoing commitment to diversity efforts with a one-year release from service. The committee was moved to develop further and continue to work on the proposal in 2012-13 due to a sense that faculty of color and women faculty are often asked and agree to perform a disproportionate amount of service, particularly (but not solely) around issues pertaining to diversity and campus climate. These faculty members are singled out and many of them engage in a significant amount of service work that slows their rate of promotion. CAAD consulted with the Executive Vice Chancellor & Campus Provost and the Vice Provost for Academic Affairs about the proposal and more generally about how to better support (or protect) these faculty.

At the forefront of the discussion was UC Academic Personnel Manual section 210 governing faculty appointment and advancement, which was revised in 2005 to explicitly permit faculty contributions to diversity to receive recognition and reward in the personnel process. UCSC is noteworthy among the UC campuses for having established a practice of integrating contributions to diversity into the review process as part of the three components: research, teaching, and service. At some campuses, APM 210 has been viewed as a fourth category of review causing some to raise concern that faculty whose research and teaching happen to be connected to diversity issues are being unfairly rewarded. There was consensus among the committee that APM 210 is an established policy that permits campus to address the issue of faculty taking on undue diversity service burdens, but that there needs to be more done at the departmental and divisional levels to better inform faculty on how to integrate their service work into their personnel file. One attempt to do this is the Committee on Academic Personnel's document detailing best practices for faculty, deans, and chairs, which includes information on documenting and evaluating contributions to diversity via APM 210. CAAD supports this attempt but believes that more needs to be done to heighten awareness about APM 210 specifically and to better institutionalize support for faculty heavily engaged in diversity service generally.

Faculty Mentoring

Faculty mentoring is often a critical component in a faculty member's success in adjusting to and excelling in a university setting. UCSC does not currently have a campus-wide mentoring program, although many departments have programs with varying levels of engagement. CAAD believes that doing more to enhance faculty mentoring would go a long way to increase faculty job satisfaction and retention at all levels of employment. This notion was reinforced by a recent study at UC Riverside, which found that faculty job satisfaction is highest at the late and early stages of employment, with dramatic decreases at the middle stages, precisely when the university relies more heavily on faculty at the associate level for service. CAAD consulted with VPAA Lee on this issue and discussed ways that a program could be implemented. One idea that gained traction was to create divisional pools of full professors that are willing to be mentors, as well as emeritus faculty—many of whom are anxious to remain engaged with UCSC—that faculty at any stage could contact for mentoring. CAAD plans to continue working on this issue with the VPAA in 2013-14.

Ongoing Local and Systemwide Senate Business

CAAD Representation

CAAD Chair Lau served as the campus representative on the systemwide University Committee on Affirmative Action and Diversity (UCAAD), which met four times over the course of the year. Chair Lau also represented CAAD on the Senate Executive Committee (SEC), which met twice a month. Further, Chair Lau represented CAAD on the Chancellor's Advisory Council on Campus Climate, Culture, and Inclusion, the 2013 Chancellor's Achievement Awards for Diversity selection committee, and the Martin Luther King, Jr. Convocation organizing committee. Chair Lau and member Lewis Watts attended a UC ADVANCE PAID conference at UC Irvine on diversifying faculty in STEM fields. Member Ingrid Parker represented CAAD at a UC ADVANCE PAID roundtable meeting at UC Riverside titled "Cross-Campus Mentoring for Underrepresented Minority Faculty in Science, Technology, Engineering and Mathematics."

Correspondence and Consultation

In addition to consulting with administrators, CAAD discussed and responded to several campus and systemwide issues including the following:

LOCAL

- FTE Transfer (October 2012);
- Office of Research Self-Study External Review (January 2013);
- Campuswide License for Plagiarism Detecting Software (February 2013);
- Request for a Partner Hire Waiver of Open Recruitment (July 2013);
- Six Target of Excellence Proposals (various dates);

SYSTEMWIDE

- Systemwide Review of Proposed Revised APM - 700, Leaves of Absence/General, Presumptive Resignation (October 2012);
- Systemwide Review of the Rebenching Report (October 2012);
- Systemwide Negotiated Salary Proposed Pilot Plan (November 2012);
- Systemwide Review of the Open Access Policy Proposal (November 2012);
- Systemwide Review of Financial Aid Funding Policy Proposals (March 2013);

CONSULTATIONS

- CP/EVC Alison Galloway and VPAA Herbert Lee on the topic of Recognizing Exceptional Faculty Commitments to Diversity (December 3, 2012);
- AVC Alma Sifuentes on the topic of the Campus Climate (February 25, 2013);
- AC Ashish Sahni and VPAA Herbert Lee for an annual update from the Office for Diversity, Equity, and Inclusion (April 15, 2013);
- VPAA Herbert Lee on the topic of Faculty Mentoring at UCSC (May 13, 2013).

Request to Reinstate Diversity Fund Program

Funding for the Diversity Program offering academic units and programs up to \$2,000 for proposals for projects that advance campus diversity goals has been suspended since 2009-10. CAAD believes that this program offered crucial support for advancing diversity-related projects on campus and hopes to see funding reinstated for it.

Continuing Issues for CAAD in 2013-14

CAAD identified several items for continued consideration in 2013-14. These include the following:

- Increasing Support for Faculty Engaged in Diversity Service;
- Researching and proposing best practices for a Faculty Mentoring Program;
- Monitoring the status of the Faculty Salary Equity Study.

Respectfully submitted;

COMMITTEE ON AFFIRMATIVE ACTION AND DIVERSITY

Miriam Greenberg

Amy Lonetree

Ingrid Parker

Nader Pourmand

Lewis Watts

Kimberly Lau, Chair

Annapurna Pandey, NSTF

Walter Adams, GSA

Rachel Wallace, SUA

August 31, 2013

COMMITTEE ON COMPUTING AND TELECOMMUNICATIONS 2012-13 Annual Report

To: Academic Senate, Santa Cruz Division

The Committee on Computing and Telecommunications (CCT) considered a number of important campus technology issues throughout 2012-13. CCT heard regular updates on the progress on the Telecommunications Master Plan—now known as the Telecommunications Infrastructure Upgrade (TIU)—monitored the changing landscape of UCSC’s learning management system (LMS) eCommons, worked with the Senate Executive Committee (SEC) as the university forged a partnership with massive open online course (MOOC) provider Coursera, and commented on a variety of important policy proposals.

UCSC’s Learning Management System (LMS), eCommons

Through consultation with Director of Learning Technologies Jim Phillips, the committee received updates on the status of UCSC’s LMS, eCommons. The program was developed by a team of universities but three of the main contributors—Indiana, Michigan, and UC Berkeley—abandoned eCommons in 2012. Though eCommons offers an open source code, UCSC pays a third party, rSmart, to host it for the campus. rSmart committed to continuing to develop the program, but the departure of the three major university partners means that eCommons may not be a long-term solution for UCSC. rSmart was acquired by Asahi Net International in spring 2013.

The campus will update to eCommons version 2.9 over the summer of 2013 and hopes that version 3.0—currently in development—will show enough promise to continue to serve faculty and student needs. The university is currently not committed to eCommons after 2014. CCT noted the varying levels of satisfaction with eCommons, but was encouraged by the responsiveness of Director Phillips and his team regarding necessary patches. CCT concurred with Director Phillips’s suggestion to form an “LMS Taskforce” to work in 2013-14 to survey the landscape of LMS across the country and advise IT on the future LMS at UCSC. Potential members of this taskforce include CCT members, members of the Committee on Teaching (COT), and Committee Educational Policy (CEP).

Consultation with VCIT Mary Doyle and Updates on IT Infrastructure Plans

CCT benefited from regular consultation with VCIT Doyle throughout the year, most of which focused on the ongoing upgrades to campus IT infrastructure. IT developed a ten-year telecommunications master plan, now known as the Telecommunications Infrastructure Upgrade Project (TIU). One main component of the TIU is to create a second telecommunications core at the base of campus. Currently, there is only one fiber path to campus, and this would create a loop to protect the campus from outages. UCSC filed a proposal with the California Public Utilities Commission for the installation of fiber optic cable from campus running south to the city of Soledad. This would not only be a redundant line for campus, but also a valuable source of fiber access for underserved communities in south Santa Cruz County. On campus, IT also plans to rebuild telecommunications core closets in buildings and transition from cable to internet television in the residence halls. Campus will also move from standard phone service to voice over IP.

Extension of Student Email Accounts after Graduation

In its winter meetings, the committee expressed concern that undergraduate and graduate students lose access to their UCSC email accounts after graduation. Many graduate students use their UCSC email accounts while going through the publication process, and academic journals may email them for edits or reviews after students have lost access to their accounts. Some graduate students are hesitant to use their UCSC email addresses for any correspondence because they know they will eventually lose access. The committee looked at the post-graduation email policies for the other UCs and found that seven campuses offer forwarding services for alumni, allowing them to continue to receive messages that are sent to their university email addresses.

VCIT Doyle used this information and decided to institute a forwarding service to match the other UC campuses. In the short term, student email accounts will be extended for one year after graduation. CCT recommended that the forwarding service be established before June 2014 to ensure that all current students will have access to this service.

UCSC's Partnership with Coursera

On February 20, 2013, Campus Provost/Executive Vice Chancellor (EVC) Alison Galloway announced a partnership between UCSC and Coursera, a platform for massive open online courses (MOOCs). The contract between UCSC and Coursera lays the foundation for individual faculty to potentially offer courses in this online format. CCT was not asked to review the partnership contract before it was signed by the EVC, but the committee took a lead in critically examining its implications. CCT consulted with Professor Ira Pohl, senior adviser to the EVC for online courses, seeking more details on the Coursera contract and campus plan for development of courses. The committee then wrote to the EVC, asking for a summary of the contract, assurances on the protection of faculty ownership of course material, and a campus plan for Coursera course development.

CCT worked with the Senate Executive Committee (SEC) to address these same issues. A preliminary plan from SEC proposed to establish a committee to vet and select UCSC Coursera courses. This committee would be made up of the chairs or designees of five Senate committees: Computing and Telecommunication (CCT); Educational Policy (CEP); Planning and Budget (CPB); Teaching (COT); and Graduate Council (GC).

Other CCT Business

CCT consulted with analysts Nancy Degnan and Georgina Chang from the UCSC Academic Personnel Office (APO) regarding the development of an online academic review system to replace the paper-based process currently in place. APO surveyed online review systems—including partial systems—at the other UC campuses, and the consultation with CCT was part of their process of engaging stakeholders at UCSC. Their goal is to have a new system live as of May 2014. CCT advised analysts Degnan and Chang that APO will have a lot of work to do engaging the faculty, particularly those that are used to the review system as is. CCT also inquired about the cost of developing and sustaining an online review system. The committee was assured that APO has analyzed the costs, including the space and materials needed to continue with the paper-based system, and the online system will be cost-efficient.

CCT also consulted with Director of Core Technologies Doug Hartline and Director of Real Estate Lisa Akeson. The committee was seeking more information on UCSC's relationship with Crown Castle International, the third-party company that manages many of the leases of cell tower equipment on campus. Historically, the topology of UCSC made cell phone coverage deplorable on campus, and the lack of an adjacent metropolitan area made cell phone companies disinterested in improving service. A UCSC staff member developed an idea known as a distributed antenna system (DAS) and created a company known as NextG with a third party. As a pilot for NextG's DAS, UCSC became one of the best connected campuses, with all five major carriers represented on 13 DAS sites. NextG was acquired by Crown Castle in 2012. Crown Castle owns the shared equipment on the DAS towers and they negotiate with carriers on UCSC's behalf, sharing 25% of the space lease revenue with campus, bringing in ~\$120,000 a year. This return to campus, a 27% revenue share, is relatively high for a college campus.

CCT learned that there are two forms of cell sites on campus, DAS and macro tower sites. The macro sites are the primary hubs for the carriers and the signal then goes through fiber optic cable to the DAS. The carriers are upgrading all of their cables from copper to fiber to support long-term evolution (LTE) technology. They lease space at the macro sites from UCSC, and these sites are not mediated by Crown Castle International. Another benefit of this agreement is that campus gets access to extra strands of fiber. Cell companies only need two strands of fiber, and because fiber is run in strands of 96, the campus is able to use the remaining 94 for its own purposes.

CCT indicated an interest in arranging for an annual consultation with the Core Technologies and Real Estate offices in order to stay abreast of these important telecommunications issues.

CCT also discussed and commented on the following systemwide and divisional proposals:

- Proposed Open Access Policy (November 21, 2012);
- Proposed Anti-plagiarism Software for UCSC (February 15, 2013);
- Updated UCSC Wi-Fi Policy (February 15, 2013).

Respectfully submitted,

COMMITTEE ON COMPUTING AND TELECOMMUNICATIONS

Grant Pogson

Jose Renau

Ruby Rich

Anujan Varma

Matt Wagers

Chris Wilmers

Greg Laughlin, Chair

Jose Menendez Benavides, GSA

Mary Doyle, Vice Chancellor of ITS

August 31, 2013

COMMITTEE ON EDUCATIONAL POLICY 2012-13 Annual Report

To: Academic Senate, Santa Cruz Division

The Committee on Educational Policy's (CEP) primary responsibility is to create undergraduate policies that enable our students' careers to be enriched with regard to their futures and enhance faculty creativity with regard to their respective disciplines. CEP also reviews proposed and existing undergraduate programs and courses as well as any changes to either. CEP consults with other committees and administrative units about a broad range of issues pertaining to undergraduate education and reviews program statements and other material relevant to undergraduate education that appears in the general catalog. CEP also considers a large number of individual student petitions each year.

A brief overview of the Committee's work this year is provided below. For our proactive agenda CEP worked on the following five topics and accomplished some and others are in progress:

- Follow up on the transitioning from last year with regard to qualification versus disqualification;
- Work with Committee on Admissions and Financial Aid (CAFA) on BOARS inspired transfer major preparation, articulation, and the transfer of the purview for Honors Program from CAFA to CEP;
- Provide input to UCEP about UCSC view of many things. Among them: Systemwide and UC online courses, and the WASC process change;
- Work with UNEX to review nine certificates in their program;
- Work with VPAA and WASC Steering Committee, including investigating how the recent GE revamp affects our curriculum and our learning outcomes.

Transitioning To Qualification from Disqualification Policies: Creating the AIS Grade Point Average (GPA) Standard Policy

Last year CEP made changes to majors with regard to qualification to major policies and eliminating late disqualification of a student in their major. Seeking fairness, consistency, and transparency, CEP members strongly agreed that departments and programs that use GPA should all use the same tool to reach this calculation. Using Senate GPA regulations and the Academic Information System (AIS), the Registrar's Office can display a student's qualifying GPA in a particular major, based on a list of qualifying courses and the student's record. This will provide functionality for students and advisers to easily view the student's GPA in the considered major.

For the past two years CEP has reviewed and created admissions policies with departments, and after reviewing many, came to the conclusion that none had anything in common: the departments with admissions policies with a specific Grade Point Average (GPA) requirement were calculated in many different ways. This led the committee to create the AIS GPA Standard Policy, which will lead to an AIS tool that should be available sometime in the coming two

years. The new tool will allow department staff, faculty, and students access to admissions GPAs with very little effort.

For future qualification to major policies, this will be CEP's expectation, but for departments that have an approved GPA in courses, members sent notification informing them of this proposed change, allowing them to choose to make the change now or when it becomes available in AIS. CEP created a policy (see Appendix A) and presented a report on GPA standards at the May 22, 2013 Senate meeting. The policy is available on our website:

http://senate.ucsc.edu/senate-meetings/agendas-minutes/2013-may-29/8-CEP_Rpt_%20GPA_Cal_SCP1726.pdf

Members will be reviewing comprehensive major qualification requirements submitted or revised next year. Members determined that there were three issues to consider: (1) student success, (2) student access, and (3) enrollment management. Members came to a conclusion and agreed that some departments are only allowing students the option to re-take a course once after a fail. This restriction is redundant because AIS has been reconfigured to disallow multiple takes of a failed course.

Next year the committee will take up discussions regarding the temporary major qualification policies for departments with sunset clauses; these include EEB Biology, Mathematics, and Environmental Studies. The School of Engineering departments were granted both admission and disqualification policies when the school was officially implemented in 1997. CEP 2011-12 removed the disqualification policies but allowed departments to keep their admissions policies as long as the SOE GPA was removed and adopted by the department. CEP will be looking for proposals from these departments using the AIS GPA Standard and are curious to see if any changes occur.

Transfer Major Preparation

CEP worked with CAFA on BOARS inspired transfer major preparation, articulation, and the transfer of the purview for Honors Program from CAFA to CEP. For issues on transfer major preparation with regard to reviewing program statements this year, members checked the list CAFA created last year working with departments on courses for articulation. CEP members confirmed the listed courses on the ASSIST and UC Transfer Websites and the Campus Articulation Officer Love.

CEP will be working with CAFA next year to finalize admissions criteria for transfers; it should closely match and follow Community College established articulation course agreements via either IGETC or BOARS SR 476C. UCSC Admissions ran a pilot program last year and is actually putting this in place a bit earlier than the required date Fall 2015. Some additional issues are currently being fine tuned with regards to transfer students qualifying for the major admission policy. However, CEP and CAFA will work together with Admissions next year to fine-tune any discrepancies that may inadvertently prevent admission to a qualified student.

Honors Update

CEP and CAFA formed an Honors subcommittee to produce a report with recommendations for progress and future growth of the program. This program is growing and now requires Senate oversight. CEP requested the subcommittee create a charter in the next two years.

University Committee on Educational Policy (UCEP) Participation

Provided input to UCEP about the UCSC campus: Systemwide and UC online courses, and the WASC process change as well as the review on the handbook.

Chair Larrabee worked closely with UCEP on online education matters. UCSC's Math 19A joined Environmental Studies 65 as another Systemwide online course from our campus. Math 19A has an interactive electronic math text book, videos of lectures, and sample problem solving. CEP responded to UCEP's request for Systemwide online courses versus online course offerings, there can be Systemwide offerings that a student at any UC should be able to enroll in, but this does not prevent campuses from creating their own online versions limited to students on campus to enroll in. Chair Larrabee will be the UCEP Vice-Chair next year.

UNEX

CEP reviewed the annual report and found there were nine certificates out of the review cycle. CEP worked with UNEX and was able to review eight certificates (one was retired) for renewal. CEP will continue to review each certificate for renewal every five years. CEP approved the following certificates conditionally for one year and will re-review next year: Environmental Safety & Health Management, Hazardous Materials Management, and Occupational Safety & Health Management. The following certificates were renewed for another five years: Medical Devices, Teaching English to Speakers of Other Languages (TESOL), LINUX/UNIX Programming and Administration, Web Interactive Media Design, and Information Technology.

Learning Objectives Data for Reporting Student Success Rates

The Committee worked with VPAA Lee and the WASC Steering Committee, investigating how the recent General Education requirements reform affects our curriculum and our learning outcomes. CEP commented and recommended guidelines from which departments will be able to create learning objectives. CEP members revised the supplemental course approval sheet to explicitly reference learning outcomes, which are important not only for record keeping and our interaction with WASC, but also for clear communication between departmental administrators, teaching staff, and students. Members also discussed adopting an "Extended Course Description" that can drive the content of courses, save department time, and aid the articulation process. The articulation is based on points that were not covered in a transfer course and are easy to discern.

Revision of Santa Cruz Regulation (SCR) 9.1.8

Last year's CEP members wrote an amendment to (SCR) 9.1.8 to include the "W" grade as an attempt at a course for the purpose of regulation 9.1.8. This year's committee amended the legislation to require a student to receive approval from their college prior to enrolling in a course for a third attempt. By ensuring that the student must speak with a college adviser to be able to re-attempt the course, there is an opening to help him or her strategize for success or redirect the student to another major. The legislative changes were approved by the Senate at the October 19, 2012 fall meeting. Catalog language was updated to reflect the changes for the campus community.

External Reviews

The Committee read and responded to two external review reports and participated in the related closure meetings for Art and Psychology. CEP commented on the charges for five external

review committees History of Art and Visual Culture, Environmental Studies, Philosophy, Physics, and Science Communication. The Committee also reviewed mid-cycle reports from the following departments: Biomolecular Engineering, Chemistry and Biochemistry, Earth and Planetary Sciences, Education, Digital Arts and New Media Program, and the Department of Linguistics. The Committee reviewed requests for deferrals for the TIM Program, as well as a request for the establishment of a Department Technology Management (TM).

Online Education Forums and Online Course Approvals versus Overflow Rooms

This year CEP worked with the Committee on Teaching, (COT) and jointly hosted three forums on online education. The first of three forums, “Moving Online: Stakes and Assumptions” was held fall quarter, which was a question and answer panel on what UCSC is currently doing and how to move forward into the future with regard to online education. It was well attended. The second of three forums was a “*Trade Fair*” type of forum, and was also well attended by faculty, staff and students. Participants could walk from one station to the next and watch a demo of an online tool or recorded class. The event was audio recorded for future referencing and can be heard here: http://ic.ucsc.edu/videoarchive/special_events/booths1.mov

The participants included: tablet teaching, Alan Christy and digital histories; Brent Haddad, online course participation from a professor’s perspective and the students. For the third forum, COT organized a panel of experts to discuss the “big questions”, before creating online education courses.

An issue for online course approvals was discussed with regard to telecast or broadcasted courses, In the past, CEP always reviewed and approved courses that used an overflow room for broadcasting the live course to another room or location, and were referred to as hybrids. This year, members decided if the course was being taught live, with the same contact time just being broadcast to another location to accommodate students, these courses would not have to be reviewed or re-approved by CEP. For example, SSL 132/207 a combined undergraduate and graduate course, are being taught together, but over in San Jose. Some UCSC students would like to take the course, but can’t make it on campus by the scheduled time can watch in a classroom in Silicon Valley. These types of courses have the same face time as being on campus, the only difference is one part of the class is on campus and the other is viewing remotely. CEP approves hybrid courses, where one component is offered online, such as labs or lectures but not both. A fully online course would require CEP approval per established course approval procedures and would be entirely online. The student would sign up and participate in the course on line, watch and participate on line and turn in any work online. There may only be a chat or online office hours, with T.A. support or in person office hours offered by appointment only. This is very different from a broadcast course.

Disciplinary Communication Funding

The Committee followed up on a request from last year sent to the EVC and VPDUE asking for an accounting of the \$300,000 in permanent funds to support the Disciplinary Communication (DCG) Initiative; approved by EVC Kliger in the letter to the VPDUE dated 4/17/09. CEP worked closely with VPDUE Hughey to create a CALL for grant proposals in the fall to distribute these funds. Sometime in fall quarter there will be an announcement to apply for Disciplinary Communication Grants (DCG) for curriculum enhancement.

Programs

CEP reviews all proposals to modify the requirements or policies of undergraduate programs that appear in the General Catalog. CEP reviewed the following proposed changes to programs:

- Psychology reduced upper division requirements from nine to eight and added two additional courses for streamlining students through their major;
- A request for a final exam schedule change for Italian courses to be held simultaneously was withdrawn;
- Language Program Request for Subject Area Change from LAAD to APLX.
- The subject area request for Critical Race and Ethnic Studies (CRES) as well as course offerings for winter and spring 2014;
- UCDC subject area request from the Politics Department for course offerings.
- UCSC – UC Hastings 3 + 3 Program sent in comments for a meeting on the possibility of sponsoring the program here in the future;
- Approved DC curriculum changes for Economics/Mathematics combined major and Anthropology;
- CEP approved DC curriculum for the new Spanish Studies major;
- Online courses approved this year: Anthropology 103, Math 19A, Applied Mathematics & Statistics Department (AMS): AMS 7L lab only and Physics 6A lecture only.

CEP approved the suspension or discontinuance of the following program:

- The discontinuance of the concentrations in Modern Hebrew and Russian for the Language Studies major;
- The discontinuance of the Psychology Minor.

CEP considered several proposals to selectively admit students to majors:

- Approved a proposal from the Economics Department to add one quarter of calculus to the admission policy;
- Approved proposals for Anthropology, Bioengineering, Chemistry/Biochemistry, Linguistics, Language Studies, and Music;
- Approved Changes to Cognitive Sciences admission policy;
- Approved Changes to BMB admission policy removing outdated language.

Community Studies

Approved lifting the suspension status and allowing Oakes College to administer the major program.

Spanish Studies B.A.

New major was approved and students can declare fall 2013.

Review Course 191 Descriptions in Catalog

CEP members discussed the confusion over the use of the course descriptions for the number 191 offerings, which was approved to be a teaching practicum course experience for interested juniors or seniors. However, in the catalog there are similar course descriptions for courses

numbered 189 or 191 and some are repeatable. CEP informed departments, going forward with course approval requests, that these numbers be reserved for this type of course and cannot be repeated for credit. These courses offer students the opportunity to help with planning and instruction of a course as a T.A. once for credit. If asked by a department to T.A. again, the students must be paid; the committee membership determined there was no added value for students taking the course for credit more than one time from a pedagogical point of view.

Miscellaneous Responses

In addition to the usual review of undergraduate courses and program statements, CEP was asked to provide feedback on a number of other educational issues. During the past year, CEP commented on:

- The Report on Rebenching principles and enrollment enhancement;
- Open Access Policy which is a depository for UC faculty to store scholarly papers as part of the California Digital Library System. The policy was unproblematic with one suggestion, before promulgation the committee wanted the language to be clear that faculty could opt out without any penalties, some faculty have agreements with publishers and would not be able to place scholarly papers in the depository without penalty. The final version reflected this adaptation;
- Consultation with Crown Provost Ferguson on a second offering of C1;
- SUA Students Request to Add Course Syllabi to the Student Portal. While CEP members supported the idea, it was unclear who would be able to update or upload these with regard to workload in the departments being stretched already. It was suggested that divisions might be able to put up syllabi from past years for students to reference and get an idea if the course is what they are looking for;
- Creating guidelines for the Online Education Website for UCSC faculty to reference;
- Consulted with Director of Learning Technologies, Jim Phillips on the campus support for online educational tools and what faculty can currently access;
- CEP received a response from CRJ&E to Physics on their request about students repeating a course with a passing grade, who are not prevented from enrolling on AIS. This issue has been resolved in AIS;
- Wait List Policy for AIS was reviewed and approved;
- The Five-Year Perspectives is an annual report of proposed academic degree programs, CEP did not respond;
- CEP members discussed SR 478, revision of IGETC for STEM majors and recommended approval;
- Members reviewed the draft Ambassador Fellowship Program proposal for graduate student recruitment;
- CEP participated in five FTE transfers for faculty, one from LALS to Environmental Studies, two from SOE to TM when established, one from LIT to LALS, and one from AMS to CMPE;
- Financial Aid Funding Proposals from the Systemwide Academic Senate;
- Comments on Campus-Wide Purchase of Software for Plagiarism;
- Consulted with Professor Grant Hartzog on the improved major curriculum maps.

Other actions

In addition to general education course proposals, CEP members reviewed 563 course approvals (including four online courses), 436 course revisions (including cancellations, suspensions and re-numberings, major and minor revisions), 127 new course offerings, 75 program statements, and 5 posthumous degrees.

The chair reviewed another 521 petitions, including:

- 30 Writing-Intensive and 29 Disciplinary Communication course substitutions;
- 195-other general education substitutions;
- 73 requests to retroactively change the grade option (letter grade vs. pass/no pass) of a class. Approximately 13 of the requests were approved so that a student could meet the graduation requirement that 75 percent of credits be letter graded. In such cases, all grades earned during the student's last quarter were changed to letter grades (with the exception of P/NP only courses);
- 86 requests for retroactive grade changes. All of the requests involved late withdrawals from a course, usually for medical reasons, leading to the grade W. Approximately 19 of the requests were denied due to the lack of supporting documentation;
- 88 requests for the retroactive addition or removal of a class. Most of these requests were based on purported AIS or clerical errors;
- 83 other miscellaneous petitions;
- 65 requests for Graduate Student Instructors;
- 9 requests for Undergraduate Student Instructors;
- 3 requests for Individual Major.

Other work undertaken by the Committee included:

- Approval of program statements and courses online only this year as our Online Curriculum Approval (OCA) system went live, members were able to approve all program statements by the end of spring quarter;
- Catalog updates included: changes to closed week and exam policy and informing senate membership;
- Approved DC credit for courses offered at UNEX through concurrent enrollment as for the W requirement in the past, these offerings are UCSC courses;
- Created standard appeal language into a major admission's policy for departments to include in their program statements;
- Revised the Graduate Student Instructor application form to include MFA's;
- Revised the online supplemental course approval form;
- Revised the undergraduate supplemental course approval form;
- Created a CALL and application for DCG.

CEP benefited from the expertise of an impressive group of invited guests, including Associate Registrar Margie Claxton; Associate Coordinator of College Advising Cher Bergeon, who represented Academic Preceptors; Vice Provost and Dean of Undergraduate Education Richard Hughey; Articulation Officer Barbara Love; and Director of Admissions Michael McCawley. Their many contributions to the committee's work were truly invaluable and we thank them for

their dedication, their expertise, and their unwavering commitment to making UCSC an exceptional place for undergraduate education. CEP wants to thank the combined support of the Registrar's Office and the VPDUE for implementing the Online Curriculum Approval System (OCA).

As always, CEP is very grateful for the expertise and tireless support of Senate Analyst Susanna Wrangell.

Respectfully submitted;

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August 31, 2013

COMMITTEE ON EMERITI RELATIONS 2012-13 Annual Report

To: Academic Senate, Santa Cruz Division

The Committee on Emeriti Relations (CER) met once each quarter during the academic year; members participated in several campus committees and interest groups – the Council of University of California Emeriti Associations (CUCEA), the Retiree/Emeriti Office Planning Committee, and the Santa Cruz Commons Project.

CER's work in 2012-13 largely focused on monitoring several changes to retiree health care eligibility and supportive programs, and continuing to explore the topic of Emeriti mentoring. The committee also reviewed and commented on the system-wide proposal of the Negotiated Salary Plan, and in spring quarter, co-sponsored (with the Office of Academic Personnel) a Pre-Retirement Planning Workshop to which all members of the faculty who were considering retirement were invited. A representative from the Office of Academic Personnel and three retired faculty members, including CER Chair Anderson, gave presentations at the workshop and an active discussion period closed the successful event.

CER representatives on the Retiree/Emeriti Office Planning Committee assisted in the planning and development of a campus Retiree/Emeriti Resource Center. The committee successfully secured an office at Kresge College in July 2013. CER will continue to participate in the development of the center in the coming year and looks forward to providing updates on the new campus resource in the 2013-14 academic year.

Healthcare Programs

During the fall quarter, CER was informed that the UC Office of the President would be ending the funding provided to campuses for the Health Care Facilitator (HCF) Program as well as the retirement counseling activities that are performed on the UC campuses. Concerned that budget cuts would greatly affect Emeriti and faculty planning to retire, Chair Anderson and Committee on Faculty Welfare (CFW) Chair Barry Bowman met with Associate Vice Chancellor (AVC) Peterson in early January to discuss the issue. Similar conversations, and a strong push made by the system-wide Health Care Task Force (HCTF) as well as individual campuses, encouraged the Office of the President to reconsider the budget cut, and resulted in the preservation of the HCF program. Retirement counseling activities and advising were, however, moved to the UC Berkeley Retirement Administration Service Center (RASC). CER will continue to monitor the transition to RASC and any associated program changes.

Retiree Health Care Eligibility

Along with the Committee on Affirmative Action and Diversity (CAAD) and the Committee on Faculty Welfare (CFW), CER voiced their concerns to the administration regarding the July 1,

2013 changes in retiree health care eligibility rules and the ‘grandfathering’ provision.¹ Members deemed the practice of two faculty or staff members who were hired at the same time with the same number of service credit years being provided different levels of care based on their age at hire, not only unfair, but immoral. As well, the committee recognized that a decrease in benefits, even those that are not “guaranteed” such as retiree health benefits, depletes the overall remuneration of salaries of faculty and staff on our campus. The committee further noted that such a reduction in the overall benefits package will unequally affect employees at UC Santa Cruz due to the elevated cost of living in Santa Cruz and may affect the retention of qualified faculty and staff on our campus.

Most notably, CER raised serious concerns regarding the new eligibility rules with respect to early retirement. One of the stated desirable goals of the changes is that they will help to retain knowledgeable faculty and staff by encouraging employees to work until the age of 65.² The majority of faculty work well past the age of 65. However, CER noted that the majority of faculty who retire before the age of 65, do so for health related reasons, and these are precisely the people who need adequate health benefits. For most in this category, “early retirement” is not something that is planned and as such, these faculty members may not have time to financially plan for increases in retiree health costs that were not expected. For current faculty and staff who may find that they cannot work until the age of 65 for health related reasons, CER contends that the new graduated eligibility formula not only appears unethical, but is inconsistent with UC values.

Although CER acknowledged at the time, that the then pending changes were not up for negotiation, UC Santa Cruz is one of few campuses with a senate Committee on Emeriti Relations, and as such, the committee determined that it was imperative that the committee’s voice and distress regarding this issue be noted for the record.

Emeriti Mentoring

Last year, CER raised the possibility of developing an Emeriti mentoring project similar to one conducted by Emeriti at UC San Diego. The project provides an avenue for Emeriti to serve as mentors for low-income undergraduate students who are the first in their families to attend university. Members of CER remain convinced that a like project would be valuable to UCSC students and to the campus in general.

In order to assess interest in such a program, in 2012-13 the committee considered the possibility of conducting a survey of campus Emeriti to determine if there is interest in mentoring, and if so, in what areas. In 2013-14, CER plans to research campus mentoring projects that are already established in order to determine how interested faculty can get involved. After assessing what open avenues already exist for Emeriti participation, the results from a survey of Emeriti should clearly show whether existing programs can fulfill UCSC Emeriti mentoring desires or if there is a need to establish a new Emeriti mentoring project, mirroring that of UC San Diego.

¹ Anderson to Galloway, Lee, and Sahni, 06/11/12, Re: Policy Changes to UC Post-Employment Health Benefits

² UC Office of the President, “THE FACTS: Retiree Health Benefits”, Web. 1 July, 2012
<<http://ucrpfuture.universityofcalifornia.edu/files/2013/06/The-Facts-Retiree-health-6-10-13.pdf>>.

Acknowledgements

The committee wishes to especially thank Committee Analyst Jaden Silva-Espinoza for her excellent staff support for CER during this year. She was most responsible while preparing agendas, researching information, and preparing meeting notes for the committee meetings. The committee would also like to thank Associate Vice Chancellor Pamela Peterson and the Academic Personnel Office for organizing the 2012-13 Pre-Retirement Planning Workshop Series. In particular, the committee would like to thank Administrative Analyst Linda Tursi, who assisted the committee in organizing the Emeriti panel for this event.

Respectfully submitted;

COMMITTEE ON EMERITI RELATIONS

Barry Bowman, *ex officio*

Nancy Chen

Mary Silver

Roger Anderson, Chair

August 31, 2013

COMMITTEE ON FACULTY WELFARE 2012-13 Annual Report

To: Academic Senate, Santa Cruz Division

The Committee on Faculty Welfare (CFW) met twice per month throughout the academic year; members also represented CFW on several other Senate and campus committees—the Transportation Advisory Committee (TAC), the Committee on Emeriti Relations, Senate Executive Committee (SEC), and the University Committee on Faculty Welfare (UCFW).

CFW's work in 2012-13 expanded last year's detailed analysis of faculty salary and promotion growth to include salary comparisons with other UC campuses, and focused attention on new changes and developments in retirement benefits and online education. CFW presented reports at both the winter and spring Senate meetings, intended to keep faculty updated on these critical issues.

Health Care

For most UCSC faculty medical care is provided by physicians from one of two groups, either the Physicians Medical Group (PMG) or the Palo Alto Medical Foundation (PAMF). In recent years CFW has been concerned about the growing cost differential in the health insurance for these two groups.

The employee cost for PAMF (via Health Net Full HMO) can be several thousand dollars more than the cost for PMG (via Health Net Blue & Gold HMO). As recently as four years ago most UCSC employees used PAMF physicians, but the expense of health insurance premiums have driven many to change their doctors.

This year the Office of the President (UCOP) proposed a major revamping of Health Care Plans, driven largely by a desire to institute a new option, a "self-insurance" plan in which the UC Medical Centers would effectively function as both the providers (physicians) and the insurance company. Much of the information regarding the detailed plans, the provider groups and the insurance companies has been confidential. Nevertheless, information we received indicated that one possible outcome was that the PAMF/ Health Net Full HMO option may not be available in the future. Furthermore, the "self-insurance" plan (named UC CARE) is almost certainly going to be offered. In principle, the UC CARE plan will be required to provide service at all campuses. At the five campuses without Medical Centers, UC CARE will presumably contract with local groups of physicians. As this report is written, there remains much uncertainty as to how this will be done. There is a high probability that a majority of UCSC employees will have to select a new health insurance plan this fall. CFW has been arguing for equitable treatment for UCSC. We also want to make sure that UCSC employees get full information regarding the costs, benefits, and limitations of each of the health insurance plans.

As a footnote, this major revamping of Health Care Plans does not appear to be linked or caused by the Affordable Care Act (Obamacare). It is the consequence of a longer-term trend in which many large companies have moved to self-insurance.

Faculty Salary

Last year, CFW performed a detailed analysis of the “promotion growth” of faculty salaries in each department on our campus. That analysis showed great variability among departments in the rate at which faculty were advanced and in the rate of salary growth. In 2012-13, CFW compared UCSC salaries with those of seven other UC campuses. The following conclusions of the data analysis were presented at the March 8, 2013 Senate Meeting:

- The salary gap between UCSC salaries and those of other campuses has shrunk by \$2,000 - \$3,000 in last five years. Thus the salary boost program is having a positive effect;
- The rate of advancement at UCSC is approximately 0.8 years slower than at other campuses (equivalent to \$1,500 - \$2,000);
- Because of lower off-scale amounts, UCSC salaries are \$3,200 below UCSD, UCSB and UCI and \$5,900 below the average of all seven campuses (UCSD, UCSB, UCI, UCR, UCD, UCB, and UCLA);
- Off-scale limits are rarely exceeded at UCSC, while other campuses are more flexible. Example – No Step 9 Professor at UCSC is above this limit. On other campuses 25% of Step 9 professors are above the limit;
- Differences grow larger at higher ranks and steps. (Except – Above Scale salaries are similar to all but UCLA);
- Providing salary data to faculty may help to address inequities within and between departments.

Based on this analysis, CFW made the following recommendations:

- Continue the salary boost program and apply it to all ranks and steps. A reasonable goal is to increase UCSC salaries to at least the level paid at UCSB, UCI and UCSD (campuses in areas with comparable cost of living to Santa Cruz);
- Recognize that off-scale salary limits are frequently exceeded at other campuses, and grant exceptions when needed to maintain competitive salaries;
- Department Chairs should make the data in the CFW report available to their faculty, so that faculty have comparative data which can be used in formulating recommendations for merit increases;
- The Committee on Academic Personnel should consider investigating why advancement through the ranks slows down near the Barrier Steps.

Child Care

In 2012, Campus Provost and Executive Vice Chancellor (CP/EVC) Alison Galloway agreed to allocate \$150,000 per year for up to five years, retroactive to 2010-2011, to support the development of childcare services for faculty and staff. In 2012-13, several meetings of administrative and faculty personnel, including a representative from CFW, took place to explore

options. Particular attention was focused on the possibility of a combined family resource center and faculty-staff childcare facility as a feasible starting point. Early Education Services and members of the Psychology Department collaborated in writing a proposal for a planning grant to develop the conception, organizational structure, and funding of such a combined facility. This spring, the Giannini Trust generously agreed to fund the family resource center aspect of this planning grant. CP/EVC Galloway has further agreed to fund analysis of the faculty-staff childcare portion of the project. CFW would like to see this planning grant lead to a commitment on the part of the administration to re-constitute a campus childcare program for faculty and staff.

Housing

The main issue that CFW focused on this year in relation to housing was affordability. Last year's committee had a sense that university-owned housing for faculty and staff was becoming unaffordable for reasons that were not entirely clear. In order to receive an update on campus housing, CFW reviewed quarterly program reports and met with Steve Houser of Colleges, Housing, and Educational Services (CHES) and John Thompson of Faculty and Staff Housing in February, 2013.

One of the reports reviewed, the "Employee Housing Accounts: Repricing Program Financial Report" (9/28/2012), showed a recent pattern in which home sales to faculty and staff were in the red. The committee's concern, which reflected some concerns voiced by last year's committee, was that the university had a pricing formula that was putting the prices of homes out of reach, especially for incoming assistant professors.

The University determines the price of a home based on a formula that, in contrast to the open market, constrains how much equity accrues on most university homes. Equity accrues more or less at the rate of inflation for these homes, which is a very modest growth in equity compared to the market. On top of equity, there may be value added to the home, through, e.g., HOA approved improvements or remodeling paid for by the owner. The university therefore buys at a relatively low price compared to the market. Faculty Housing's role as main arbiter keeps the process of pricing within the constraints set, and judgments about the value of improvements and need for repair are made by the university rather than by ordinary market bargaining or haggling. In meeting, Steve Houser informed CFW that the apparent slowdown in housing sales in recent years can be accounted for by the halt in hiring by the university during the recent recession. Now that hiring is back up, housing waiting lists are growing at a good pace. All the homes that were unsold as of fall 2012, and that appear to be contributing to the university's being in the red in the "Employee Housing Accounts: Repricing Program Financial Report", have been sold, or will be sold in the near future (if they have not already been sold by the date of this report). In fact, there is an expected increase in the need to build new homes in Ranch View or elsewhere in the near future due to the increase in hiring.

The formula for repricing involves taking the median salary of incoming Assistant Professors into consideration. The UCSC Repricing Program Recommendation 2012-13¹ argues that the

¹ UCSC Re-Pricing Program Recommendation (2012-2013), Prepared by Colleges, Housing, and Educational Services, February 24, 2012.

median income is an appropriate standard given the cost of MOP loans, interest rates, down payments, etc. The committee notes that no cost of living factors, such as those associated with the high cost of living in Santa Cruz (including food, gas, etc), were considered in the computations of affordability. Nor were there any realistic assumptions made about the typical Assistant Professor (in terms of school debt, etc.). What might be done to include these considerations is unclear.

Still, CFW questions certain aspects of the formula now in place for determining resale price. For example, part of the formula is based on the square footage cost of a home in comparable areas of Santa Cruz County: basically, the westside of the city. The University sets the maximum, in this part of the formula, at 60% of the square foot cost of comparable homes.² Committee members are not certain that using the Westside Santa Cruz market as the standard, which is the highest in the county, and focusing on square footage, are the best variables in a formula for affordable housing.

Online Education

During the winter quarter, CFW began discussing the implications of online education in general, and of the University's agreement with Coursera in particular. This ongoing discussion concerns five fundamental questions:

- Is online teaching effective?
- Does the administration have clear goals for online education at UCSC?
- How should we analyze and compensate the labor involved in developing and maintaining a quality online course?
- What is the role of the Senate in scrutinizing the University's agreement with Coursera?
- What are the terms of the University's agreement with Coursera?
- What should be done to address the lack of consensus among the faculty about the University's experiment with online education?

As a partial answer to the last question, in its report to the Senate on May 29, 2013, CFW called upon the Senate leadership to continue a thoughtful and deliberate conversation about online education next fall.

Retirement

The Committee investigated several issues this year affecting the status of the UC Retirement Plan (UCRP) for retired, current, and future UCSC faculty (and staff) and reported their findings at the May 2013 Senate Meeting. The UC Regents have adopted several related changes that became effective July 1, 2013—each of which reduces overall UCSC faculty compensation:

1. All UC employees (faculty and staff) hired after June 30, 2013 will be part of Tier 2013 under UCRP, which will receive lower retirement benefits and later eligibility ages that will significantly reduce the overall value of UCRP benefits, and may affect faculty recruitment competitiveness.

² UCSC Re-Pricing Program Recommendations (2012-21013), Prepared by Colleges, Housing, and Educational Services, February 24, 2012.

2. All UC employees (faculty and staff) whose combined age and service credit are less than 50 on June 30, 2013 will receive lower UC contributions toward retiree health premiums upon retirement than those whose combined age and service credit are at least 50. The original calculation of the sum was set to be based on “whole years” for each of the factors, but was later changed to the combined total of the factors truncated down following a request from the University Committee on Faculty Welfare (UCFW). Note that this change will apply to many existing employees NOT subject to Tier 2013: at UCSC, an estimated 116 of the 433 current ladder-rank faculty (27%) were NOT grandfathered in.
3. All UC employees (faculty and staff) who remain in Tier 1 under UCRP saw an increase in employee contributions to UCRP effective July 1, 2013 (from 5% in 2012-2013 to 6.5% in 2013-2014). In July the Regents voted to increase employee contributions to 8% in 2014-2015. The total increase in employee contributions from 2010-2014 will be 6% (from 2% to 8%). The University’s contribution toward UCRP will also have increased during this period by a total of 10% (from 4% in 2010-2011; 7% in 2011-2012; 10% in 2012-2013; 12% in 2013-2014 and a proposed 14% in 2014-2015). Combined contributions will then total 22%.

“Normal” Cost and UCRP’s Unfunded Liability

Based on a series of actuarial and financial models, UCRP’s “normal” cost is 17.6%—in other words, the combined University and employee contributions must be 17.6% of covered compensation each year to maintain the UCRP in a position to pay all of its liabilities fully. However, UCRP has an unfunded liability that has been estimated by the University as roughly \$12.1 billion. This unfunded liability reflects a combination of three factors: (1) a 20-year “holiday” in contributions from 1990 (when UCRP had a surplus) to 2010, (2) the accelerated payments associated with the Voluntary Early Retirement Incentive Program (VERIP) of the mid-1990s, and (3) reductions in both asset values and rates of returns during the economic downturn over the past five years. We have not seen a good analysis of UCRP that accurately allocates the respective contribution of these factors, but there is widespread agreement that increased contributions are necessary to reduce the liability.

Despite that agreement, however, UC staff unions, including the American Federation of State, County and Municipal Employees (AFSME), California Nurses Association (CAN), and the University Professional and Technical Employees (UPTE), have hired an actuary who argues that two UC policies are more conservative than mainstream methods used by others:

1. The University amortizes the unfunded liability as a fixed dollar amount rather than as a level percentage of pay; this increases the cost of paying off the unfunded liability by over \$1 billion over the next four years alone—while also increasing the apparent level of combined contributions necessary in the near term (see Figure 1 from UC Union Actuarial Briefing on November 1, 2012, showing annual amortization payments).

2. The University uses a 7.5% discount rate in estimating UCRP's future liabilities, whereas most defined benefit public pension plans use a higher rate over a 20-25 year period (see Figure 2, from UC Union Actuarial Briefing on November 1, 2012). According to the staff unions' actuary, a "more conventional 7.75% rate" would lower the annual costs of paying off the unfunded liability (if combined with using a level % rather than a fixed dollar amount) from 25-30% (according to UC) to around 22% (see Figure 3 from UC Union Actuarial Briefing on November 1, 2012).

Without these two changes, however, even the 22% combined contributions of the University (14%) and employees (8%) proposed for 2014-2015 appear inadequate. Additional pressure to increase University contributions (which directly compete with other campus priorities, including faculty salaries, staff salaries, health care premiums, and myriad necessary expenses) and employee contributions (which directly reduce take-home pay unless faculty salaries are increased accordingly) is therefore likely to continue (and the unfunded liability to grow) under the actuarial and financial models that the University is using to estimate the costs of maintaining UCRP. The University's choices regarding amortization method (fixed dollar amount rather than a fixed percentage of pay) and discount rate (7.5% rather than 7.75%) therefore result in a political climate of crisis over apparent increases in unfunded liability even after combined UCRP contributions would total 22% (4.4% more than "normal" cost) if adopted for 2014-2015.

Despite efforts by the UC unions to enlist faculty support for the use of a different amortization method and a higher discount rate when estimating liabilities, neither the UCRS Advisory Board nor the UC system-wide CFW have pressed for these changes. Instead, system-wide faculty leaders appear to believe that the battle over these issues was already fought when the Post-Employment Benefits (PEB) Task Force rendered its recommendations to UCOP in 2010. At that time, the faculty representatives to the PEB Task Force wrote a powerful dissenting opinion that was adopted in part by UCOP. We therefore do not see much traction among system-wide faculty representatives for pushing for these changes at the system-wide level.

There is a third issue raised by the UC unions' actuary that is directly relevant to the link between UCRP contributions and faculty salaries: the UCRP actuarial and financial models assume higher rates of faculty salary growth in the future (thereby increasing UCRP liability) than actual rates of faculty salary growth in the past. Therefore, the UCRP actuarial assumptions themselves make a case for linking higher faculty salaries to increased UCRP contributions. This is also the position of UCFW for 2014-2015. We support this position but also believe that the other changes are also necessary: increased contributions should be coupled to salary increases, but the actuarial methods in the UC union proposal should also be considered.

Transportation and Parking

The TAPS fee review and approval process was a recurrent topic for the Transportation Advisory Committee during 2012-2013. One of the issues was faculty representation in the approval process. Pending decisions, including potential price increases, remained unimplemented through the spring. Given tensions between competing transportation programs, diverse needs of faculty and staff constituencies, and financial pressures faced on all sides, CFW suggests that the

Senate recruit a member to work closely with TAPS for multiple years in succession to build up institutional memory and strongly represent faculty concerns.

Acknowledgments

The committee analyst, Jaden Silva-Espinoza, has provided outstanding support for CFW. She played a major role in preparing agendas and reports, and in organizing voluminous documents for the committee. We wish to thank those who consulted with and/or provided information to the committee this year—Steve Houser and John Thompson (Faculty Housing), Tracy Larrabee and Charles McDowell (Online Education), Frank Trueba (Health Care), the Academic Personnel Office (Salary Data), Chancellor Blumenthal, and CP/EVC Galloway.

Respectfully submitted;

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Barry Bowman, Chair

August 31, 2013

COMMITTEE ON INTERNATIONAL EDUCATION 2012-13 Annual Report

To: Academic Senate, Santa Cruz Division

The Committee on International Education (CIE) worked throughout 2012-13 to accelerate the internationalization of UCSC. This year the committee focused on two areas: the “import” of international students to enroll at UCSC, and the “export” of UCSC students to undertake study abroad activities. Next year, CIE will promote a broad vision for internationalization of the campus, including faculty research connections, institutional partnerships, and on-campus support for international students.

CIE’s 2012-13 Activity Areas

The Systemwide Education Abroad Program (EAP)

UCSC continues to be in the top three UC campuses sending students abroad through UC EAP. Four hundred twenty-one students participated in study abroad in 2012-13 and 426 are scheduled to study abroad in 2013-14. High participation in EAP has led to a revenue share of \$135,406 from EAP, which UCSC received in July 2012. Half of these funds were held centrally and the remainder was provided to the International Education Office (IEO) for various one-time supports.

CIE would have preferred that all of the funds went to IEO, and wrote to Executive Vice Chancellor (EVC) Alison Galloway (October 26, 2012) inquiring about the half that was held centrally. The EVC’s response (December 20, 2012) indicated her support for new initiatives aimed at growing international education programs on campus.

CIE consulted with UCEAP Director Jean-Xavier Guinard on February 12, 2013. Director Guinard explained that some campuses diverted the entire UCEAP allocation to scholarships for students. CIE contended that any portion of these funds supporting staffing in the IEO was a positive development. Lower revenues in 2012-13 will not allow for sharing with the campuses again. UCEAP is increasing its scholarship fund, though, and UCSC will receive ~\$24,000 to distribute to its EAP participants.

Director Guinard noted that new programming from UCEAP will focus on shorter programs, programs in English, internships, service learning, research, and multi-site programs. In anticipation of such opportunities, UCEAP is looking to re-engage faculty members by creating a new faculty model for academic oversight, integrating faculty advisory committees by region or discipline. New faculty opportunities may become available through EAP, for example as visiting professorships with six month opportunities for faculty members to travel, teach, and advise abroad.

However, state funding is being stripped from UCEAP; all state subsidies will be gone by 2015-16. Enrollments reached record heights (~4800) in 2010-11, and declined slightly (~4500) for 2012-13.

The International Education Office (IEO)

CIE invited the Director of IEO, Anne Butler, as a guest to all CIE meetings in 2012-13. By 2012, IEO had sustained budget cuts of more than 30% since 2007-08, and was down from eleven FTE to just eight. In March 2013, Director Butler was authorized to hire a new FTE position for Programs Abroad support. Unfortunately, the two current IEO programs abroad advisers resigned in spring 2013, meaning that all three advisers will be new to the job.

With such a small staff and so many UCSC students interested in studying abroad, IEO advisers deal with a heavy load of EAP applications. There is a large ratio of inquiring applicants to students who actually go abroad, which limits the time the advisers can spend with the finalized EAP participants. Director Butler submitted a proposal for a \$137 application fee for EAP. This fee was approved and will take effect on applications accepted in fall 2013 and beyond.

International Enrollment at UCSC

In 2007-08, UCOP established non-resident enrollment targets for each campus. Non-resident tuition (NRT) is significantly higher than California resident tuition (an additional \$22,878 for 2012-13) and campuses retain these funds each year. The UCOP targets are an assumption of the NRT each campus will collect, and if a campus does not reach their target, they face a budget shortfall. UCSC has missed its non-resident enrollment target every year since 2007-08, with the budget shortfall increasing each year. In 2010-11, UCSC's budget shortfall due to under-enrollment of nonresident students was \$3,570,000.

CIE investigated the last decade of international enrollments at the nine undergraduate UC campuses and discovered that UCSC has had the lowest percentage of international students (relative to total undergraduate population) since 2007 and is the only campus with a declining international population over the last five years. CIE then looked at the process for recruiting and admitting international students. This research showed that from 2009 to 2012, UCSC received less than half of the international applications received by comparable UC campuses (Santa Barbara, Davis, and Irvine). UCSC was the only campus that rejected over 50% of its international applicants during that time period. UCSC had the lowest yield rate (< 2.0%) of all UCs. "Yield rate" refers to the percentage of admitted students that actually enroll as a part of the incoming class. CIE presented this data in a report to the Academic Senate at its March 8, 2013 meeting.

The CIE report was the result of committee research as well as consultation with Michael McCawley (Director of Admissions) and Michelle Whittingham (Associate Vice Chancellor of Enrollment Management). The CIE report clearly put them to task; within a month after the report's release, the Committee on Admission and Financial Aid (CAFA) instructed the Office of Admissions to increase flexibility in reviewing international applications for 2013-14. CAFA also established a target of 100 incoming international students for fall 2014 (only 14 came in fall 2013). The Office of Admissions then divided applicants into three distinct pools: California residents; domestic nonresidents; and international nonresidents. As a result, the acceptance rate for international students was ~60% for 2013-14.

At this point, faculty involvement is lacking in the recruitment and yield processes. CIE would like to continue to work with Director McCawley and AVC Whittingham to find ways to utilize

faculty expertise and experience to increase international enrollment. Importantly, even with 100 incoming international frosh in fall 2014, UCSC will still fall short of its UCOP nonresident enrollment goal of 440 total undergraduate nonresidents. Much work remains to increase the number of international students that apply and gain admission to UCSC.

Following the presentation of its report to the Academic Senate, CIE consulted with Vice Provost and Dean of Undergraduate Education (VPDUE) Richard Hughey and EVC Galloway to ensure that internationalization was a priority of the campus. VPDUE Hughey opened staff recruitments to support international recruitment and on-campus support, including two positions in the Office of Admissions and new positions in the IEO. VPDUE Hughey also augmented the Faculty EAP Director role to create a position (to be held by a faculty member) charged with leadership for international issues on campus. The new position is the “Associate Dean for International Education.” The position has an interim in 2013-14 who is Joel Ferguson from the Computer Engineering Department. This year there will be a search for a candidate to serve in the position for the subsequent two years (2014-2016).

CIE’s report, our collaboration with CAFA, and our discussions with the Senate Executive Committee (SEC) led VPDUE Hughey to contract with an international strategic planning consultant to advise on the systemic changes needed for internationalization. The consultant is Ian Little of CDB Solutions, LLC. Members of CIE met with Mr. Little on May 14, 2013 and on July 3, 2013. The committee will continue to work with Mr. Little throughout 2013-14 to draft a campus internationalization plan, implement a faculty international survey, and ensure proper on-campus supports for international students.

Faculty-led Programs Abroad

Though the issue of international enrollments occupied much of CIE’s attention in 2012-13, the committee worked throughout the year on strategies to re-establish faculty-led programs abroad for UCSC. Currently, students wishing to study abroad have two options: enroll in an EAP program or enroll in an independent (non-UC) program.¹ UCSC has no administrative structure or policy on faculty-led programs.

CIE recognizes that faculty-led programs are quality instruction and a long-standing practice in many American universities. In 2011-12, CIE attempted to implement faculty-led programs abroad by offering 4-6 weeks programs in conjunction with UCSC Summer Session. CIE sent out a call for proposals for faculty-led programs in June 2011, but budget uncertainties and inadequate planning made it impossible to convert any of these proposals into actual programs by the summer of 2012. The understaffing of the IEO, particularly in the Programs Abroad Office, continued to make faculty-led programming impossible in 2012-13. As noted before, Director Butler was authorized in March 2013 to establish a new international adviser position. CIE is hopeful that a percentage of this new adviser’s time will be set aside for faculty-led programs.

¹ The second option (independent study abroad) will be limited from now on; in 2011, Former UC Provost Lawrence Pitts lifted the UC mandate that campuses provide financial aid for independent programs and beginning in 2012-13, the Financial Aid Office discontinued federal financial aid for students that participate in an independent study abroad program.

In May 2012, UCEAP provided a proposal to host UCSC faculty-led programs abroad. CIE re-considered the proposal this year, noting many positives such as: the use of the student management software already being used by IEO for existing EAP programs, the familiar UCEAP brand, the ease of credit articulation, many administrative details, and the bundling of financial aid for student participants. One major drawback of the proposal is that it assumes that IEO staff can provide support to faculty as they design the program abroad. As noted before, IEO staffing levels are too low to properly provide this support. This would likely result in additional work being pushed out to UCSC faculty and IEO staff.

This year CIE sought information on various third-party study abroad vendors that could partner with UCSC faculty to design programs. There are many such vendors to choose from and IEO already has relationships with some companies that manage independent study abroad experiences for UCSC students. Again, uncertainties about budgets, financial aid, and the staffing turnover in the IEO led CIE to delay (but not cancel) its pursuit of faculty-led programs abroad. EVC Galloway, during consultation with the committee, expressed her support for the unique experience offered by UCSC faculty-led programs abroad. She stressed that these programs must be financially solvent.

Other CIE Business

CIE discussed and commented on the following systemwide and divisional proposals:

- Rebenching Report (October 26, 2012);
- Proposed Open Access Policy (November 26, 2012; June 28, 2013);
- Proposed Ambassador Fellowship Program (April 29, 2013).

CIE's Ongoing and Anticipated Activities for 2013-14

Next year, the CIE is developing a work plan that will continue to pursue its existing initiatives from last year, and explore some new activities for UCSC's internationalization.

Continuing activities and monitoring of progress will include:

- Monitoring and supporting the recruitment efforts of the Office of Admissions;
- Designing and administering a faculty international survey that will highlight faculty who have international experience, who can engage the interests of international students, and promote international learning and research. This is intended to lay the groundwork for faculty engagement in internationalization of the university;
- Working closely with International Consultant Ian Little as he continues to assess and suggest improvements for the international architecture at UCSC;
- Consider the feasibility of hosting a pilot of two to three faculty-led programs abroad as early as summer 2014, after identifying the best third-party partner or partners. CIE is working closely with Assistant Vice Provost Jessica Fiske Bailey in this endeavor.

New initiatives and activities that we intend for our work plan will include:

- Building a database of faculty and staff with interests in the internationalization of UCSC. The 2012-13 committee drafted a survey to collect the international contacts and experience of faculty and staff members at UCSC. This survey can be used to build a contact database. Working in conjunction with the VPDUE's office and Interim Associate Dean of International Education Ferguson, CIE plans to collect this important data in 2013-14. The database will be a valuable tool not only for international recruitment and retention, but also for increasing UCSC's profile through international research collaborations;
- Exploring ways faculty can lead educational trips abroad for no-credit;
- Discussing and developing a proposal to the Committee on Educational Policy (CEP) for an undergraduate International Baccalaureate honor.

Respectfully submitted;

COMMITTEE ON INTERNATIONAL EDUCATION

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August 31, 2013

COMMITTEE ON THE LIBRARY AND SCHOLARLY COMMUNICATION 2012-13 Annual Report

To: Academic Senate, Santa Cruz Division

The Committee on the Library and Scholarly Communication (COLASC) worked throughout 2012-13 to understand the impact of continued budget cuts to the library. The committee also explored a variety of ways to restore library funding and to adapt library services to the changing academic environment. COLASC also worked to educate the campus about the proposed UC Open Access Policy, which was ultimately adopted in July 2013.

The Disappearing Library Budget

Since 2007-08, the library has endured multiple budget cuts, greatly reducing its ability to continue effectively serving the faculty and students of UCSC. For graduate students, one of the most important aspects of the library is access to collections, both in print and online. At UCSC, the funding per student per year (undergraduate and graduate) in the materials budget has fallen from \$270 to \$150 over the past few years. UCSC's materials budget has declined by 35%, representing the largest decline of all UC libraries. When considering the overall library budget and student FTE, UCSC spends \$161 per student. This is the lowest budget per student FTE in the entire UC system.

When considering the amount of library staff available to support students, UCSC has had a 24% reduction in staff since 2007-08. UCSC now has the lowest ratio of librarians to students in the UC system, with 1.25 librarians per 1,000 students. By comparison, UC Berkeley has 6.3 librarians per 1,000 students. The library plays an essential role in preparing graduate students for their careers, but more investment is needed if the graduate population on campus will grow.

Reduced Library Subscriptions

The UCSC Library provides access to many materials through paid subscriptions for campus use. Some of these subscriptions are negotiated at the systemwide level by the California Digital Library (CDL) and others are negotiated locally by the library. Given the amount of local journal subscriptions that have been cut in recent years (~\$98,000 of cuts since 2009), COLASC sought more information on the distribution of the local cuts per division. Since 2009, the Arts and Humanities Divisions have taken a reduction of ~28%, the Physical & Biological Sciences and Engineering Divisions have taken a reduction of ~27%, and the Social Science Division has taken a reduction of ~36%. In all, 931 local subscriptions have been cancelled since 2009-10 and the cuts only stand to worsen as the library faces another cut of \$638,000 for the 2013-14 year, with ~\$200,000 affecting the materials budget.

Library Operating Hours

In response to budget cuts in 2009-10, the UCSC libraries (McHenry Library and the Science and Engineering Library) were forced to reduce their operating hours. In response, UCSC students approved Measure 42 in the 2010 campus elections, which levied a \$6.50 fee per student per quarter to restore the hours to 2008-09 levels.

Figure 1. Library Operating Hours 2008-09 to 2012-13

	2008-09	2009-10	2010-13
Sunday	10 am – 11:45 pm	10 am – 10 pm	10 am – 11:45 pm
Monday – Thursday	8 am – 11:45 pm	10 am – 10 pm	8 am – 11:45 pm
Friday	8 am – 8 pm	10 am – 5 pm	8 am – 8 pm
Saturday	9 am – 8 pm	CLOSED	11 am – 7 pm
Finals Extended*	N/A	N/A	11:45 pm – 3 am

*Finals week late night hours are a new service made possible by Measure 42

Measure 42 had a sunset clause, meaning that the student fee for extended library hours expired at the end of the 2012-13 academic year. Throughout 2012-13, the library pursued a renewal of the student fee imposed by Measure 42, as continued budget cuts from 2009 to 2013 left the library without adequate funding to maintain its operating hours. COLASC supported the library’s efforts, believing the priority in difficult budget times to be support of faculty and maintaining collections. The library failed to gain the support of the Student Union Assembly (SUA) or the Graduate Student Association (GSA). While in the process of collecting student signatures on a petition to renew Measure 42, the library received word from Executive Vice Chancellor (EVC) Alison Galloway that campus would make available up to \$535,000 to fund the extended hours (March 18, 2013). COLASC noted, though, that the yearly cost of the extended hours is ~\$233,000, meaning that the central allocation will only be adequate for two years. The library will still require increased funding to maintain its extended hours after 2015-16.

During meetings about the possible renewal of Measure 42, the SUA expressed interest in a new model for library hours offering even more availability to UCSC students. This model, known as a 24/5 model, would have the library open 24 hours a day from Sunday to Thursday, closing at 8:00 pm on Friday and maintaining current Saturday hours. This model, though, would cost two times as much as the current extended hours, amounting to either a \$13.00 per student per quarter fee or an increase in central support.

Library Response to Budget Cuts

COLASC consulted with Librarian Virginia Steel regarding the various ways in which the library is attempting to maintain its service to campus in the face of continued budget cuts. Historically, each academic department had access to a librarian who could handle book selection and offer educational services. In 2012-13, there were instances of one librarian serving up to ten departments, which led to a new approach that moves to online and web-based instruction for lower-level undergraduate instruction and creates teams for upper-level and graduate-level instruction.

The reduced collections budget has led to demand-driven acquisitions (DDA), meaning that library searches will produce records of works that the library has not yet purchased. Patrons will be able to view the records and the cost to the library for these views will be far cheaper than a full purchase of the material license. The library will then purchase materials that show high demand.

COLASC consulted with Associate Vice Chancellor, Strategic Philanthropy Jeff Schilling on February 5, 2013 regarding the upcoming UCSC Comprehensive Campaign. The committee inquired about the library's position in the campaign and discussed many ways in which fundraising can help restore library funding. The library currently has employees working in development and fundraising, hoping to increase the library's profile on campus and beyond.

Open Access

In July 2012, the systemwide University Committee on the Library and Scholarly Communication (UCOLASC) shared its final version of a proposed Open Access Policy for UC. Open Access has two main models: green and gold. Green open access is the model in which individual faculty authors archive a copy of their article in a free public database. Gold open access is the model in which faculty authors publish in an open access journal that has no subscription fees. These gold open access journals typically charge publication fees to the authors. There is also a hybrid gold model, in which journals offer to make an author's article openly accessible for an additional fee to the author.

The proposed policy, a version of green open access, was designed to expand open access to research publications by UC faculty by changing the default relationship between faculty authors and scholarly publishers to one in which authors grant the University a non-exclusive license to the work. The policy was reviewed by a number of Senate committees and generated a wide variety of feedback.

COLASC strongly supported the policy. As a public entity, UC is mandated to do everything in its power to make the scholarship of faculty freely accessible to all. Also, it has become imperative for UC to oppose what has presently become a prohibitive and unsustainable model of publishing and access to scholarly material. Under the current subscription model, scholarly articles are increasingly inaccessible to the public. Finally, the proposed policy would move the University of California in line with 142 major institutions worldwide, such as Harvard, Stanford, MIT, and our own UCSF.

COLASC worked throughout the review period to educate groups on campus about the proposed policy, producing a summary report that simplified the policy and hosting an open forum on November 28, 2012 to discuss the facts and the myths surrounding the policy.

Library Open Access Fund Pilot

The library was provided with \$20,000 by the California Digital Library (CDL) to support faculty members who wish to publish using the gold or hybrid gold open access models. The library administered this fund in 2012-13, offering a maximum award amount of \$3,000 or

\$1,500 for hybrid journals. These funds help faculty authors pay publication fees in open access journals. COLASC consulted with the Committee on Research (COR) through correspondence and via a visit from COR Chair Scott Oliver, to discuss whether this fund ought to be administered by COR. The conclusion was that the library is the correct administrator of the Open Access Fund Pilot for now. The consultation with COR was still helpful as the two committees agreed that there is room for much greater collaboration, given the connection between research and the library.

UCSC Response to the Proposed Open Access Policy

In its official response, the UCSC Academic Senate highlighted three main concerns with the proposed policy: the effect of Open Access on the academic review process; the danger of copyright infringement for articles containing images; and general skepticism about the policy's impact on the publishing industry. In order to better understand the issues surrounding copyrighted images in publications, COLASC consulted with UC Copyright Management Officer Katie Fortney. The committee concluded that UCSC needs better copyright education for its faculty. Given proper funding, the library could lead optional trainings to provide guidance for the use of images in publications, online courses, and traditional course materials.

UCSC's concerns were echoed by other campuses during the initial review of the proposed policy. In response, UCOLASC and the Academic Council asked UC Office of the President (UCOP) for assurances that the articles deposited into the open access repository would not be used for profit by the university and that the CDL would be properly funded. On May 6, 2013, UC Provost and Executive Vice President Aimée Dorr wrote to the Academic Council expressing UCOP's support for the policy. The policy was then sent back to the campuses for a second, expedited review on May 30, 2013.

COLASC renewed its enthusiastic support for the updated policy, and the policy was officially adopted by UC in July 2013. COLASC looks forward to following the implementation of the UC Open Access Policy during 2013-14 and beyond.

The Future of the Library

Much of COLASC's attention in 2012-13 was dedicated to the devastating effects of the continued budget cuts to the library and the possible ways forward. A well-funded library is essential to achieve many of the stated goals of UCSC, such as gaining membership to the Association of American Universities (AAU), maintaining international research rankings, growing the number of graduate students on campus, providing a transformative undergraduate experience, and supporting faculty members. A COLASC report on the state of the UCSC Library in 2012-13 can be found in Appendix A. The committee consulted with EVC Galloway on June 4, 2013 regarding the future of the library. The consultation was productive and COLASC looks forward to advocating for the library as the university embarks on its strategic planning initiative in 2013-14.

Other COLASC Business

The committee was saddened by the April 19, 2013 announcement of the departure of University Librarian Steel. Librarian Steel worked closely with the committee throughout her tenure at UCSC and her leadership will be missed. Interim Librarian Elizabeth Cowell attended the final two COLASC meetings of 2012-13 and the committee looks forward to continuing to work together in 2013-14. The committee also looks forward to being involved in the search for a new University Librarian.

COLASC discussed and commented on the following systemwide and divisional proposals:

- Systemwide Review of Rebenching Report (October 30, 2012);
- UCSC Office of Research Self-Study (January 22, 2013);
- Updated Draft UCSC Wi-Fi Policy (February 15, 2013);
- UCSC Anti-Plagiarism Software (February 15, 2013).

Respectfully submitted;

COMMITTEE ON THE LIBRARY AND SCHOLARLY COMMUNICATION

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August 31, 2013

COMMITTEE ON PLANNING AND BUDGET 2012-13 Annual Report

To: Academic Senate, Santa Cruz Division

Introduction

The Committee on Planning and Budget (CPB) had a productive year working with their Senate colleagues, Campus Provost and Executive Vice Chancellor Galloway (CP/EVC), Vice Chancellor Planning & Budget Delaney and other related administrators. While the campus' budget continued to contract, CPB focused on a pro-active agenda intended to consider strategies for reversing the negative budgetary trends by consulting on areas where the University can increase revenue, streamline support, and further academic and research goals. In particular, the committee was committed to consulting on areas of graduate growth, summer session enrollments and vision, the campus' recharge economy, (graduate) programming in Silicon Valley, and overall campus enrollment planning. CPB successfully engaged on a number of these topics, many of which being multi-year projects which will continue to be addressed in 2013-14.

2012-13 Budget and Budget Process

The Committee on Planning and Budget (CPB) reviewed the 2013-14 budget reduction proposals using the augmented general principles finalized in 2011-12 to assess the proposals and provide specific recommendations to the CP/EVC. Beyond the normal recurring issues, CPB has become aware of the increasing difficulties units have faced in parsing through the need to reduce their budgets. Strategies that have been used in previous years, such as filling in with one-time funds or taking the cuts with future separations, are becoming unavailable. One-time funds are dwindling, structural deficits are maintained, and those "cuts identified for the future" are now being taken: in other words, units are experiencing less flexibility in accommodating budgetary demands.

It is the conclusion of the committee that across-the-board cuts are no longer viable for our campus. For many units, (notably the Academic Divisions, University Relations, units in deficit, etc.) cuts are taken and later offset by supplementary investments of unfilled FTE and one-time funds. These targeted offsets are counter-productive to the creation of a transparent resource management methodology. For the rest of the campus, the vested principal or operational managers make decisions on what to fund in the absence of, or even counter to, campus wide priorities or strategy. Under these circumstances coordination is, at best, ad hoc and serendipitous. With so many reduced budgets and a growing number of units that we agree cannot be cut any further, the implementation of across the board cuts cannot be supported as it undermines the core operational needs of our campus.

In addition to the growing inflexibility with regards to across-the-board cuts, the CP/EVC proposed sensible restrictions which arose out of previous CPB recommendations. For example, in the academic units, faculty FTE and TAs have been taken off the table. This represents the recognition of the importance of maintaining the academic mission, supporting the undergraduate curriculum, and attending to graduate student well-being.

One additional budgetary effort of importance: The committee has worked to change the process of decision-making. CPB has encouraged units to think in terms of priorities, that is what must be protected, rather than what can be cut. This has begun to lead towards consideration of complete budgets that include all sources of income, all conserved resources, and all tasks performed. When this approach is taken by all units, the EVC, the VCPB, and the committee will have a better sense of resource decisions that are made and the impact of those decisions upon the particular units and upon the campus as a whole. This focus upon priorities will be particularly important over the next four years when the additional resources provided by rebenching are distributed with specific goals and objectives.

Graduate Growth

In keeping with our campus' long stated desire to grow graduate enrollments, and with the funding provided as part of the rebenching initiative, the Vice Provost and Dean of Graduate Studies (VPDGS) has begun the process of planning and implementing long anticipated to graduate growth. Due to the need for significant planning and for campus cultural adjustments, as well as the complex and inter-related nature of graduate admissions, curriculum, and funding, the Senate and administration charged a joint Senate/Administrative task force for developing and vetting challenging ideas and pathways, a task force that would have the appropriate moral force in championing them with both faculty and administrative constituencies.

In parallel to this process, CPB consulted with VPDGS Miller in both Winter and Spring on his preliminary plans for graduate growth, which were essentially a litmus test for achievable targets in the short and long term, as well as providing an approximation of the total cost, in new funding, of re-alignment of existing resources, and assuming additional revenue generation. While this process is ongoing, 2012-13 marked the first year of intensive collaboration on this issue among the Senate, Graduate Division, and the Academic Divisions. Due to the way in which graduate enrollment and support interfaces with all our academic and research functions, growth considerations were pervasive in CPB considerations on a variety of topics, for example, budget recommendations, Divisional faculty FTE requests, and program reviews.

Non-resident Enrollment

The campus engaged in continued efforts to increase both non-resident and international student enrollment in 2012-13. CPB's separate but related interactions on this issue are long range enrollment planning and consideration of the current budget shortfall based on UCOP enrollment targets. As long as UCSC is unable to meet its non-resident student enrollment obligation, as implemented through systemwide "funding streams", the budget shortfall (\$3.57M in 2010-11, or \$7.53M between 2007 - 2011) will continue to burden our campus' permanent budget. This at a time when all other UC's are dramatically increasing their non-resident student enrollments, and tuition revenues, far beyond merely their base targets. CPB is supportive of the efforts to increase non-resident enrollments undertaken by CAFA and the administration, and look forward to the reversing the trend of actually losing enrollments in this area since 2006.

Impaction

A CPB subcommittee reviewed the issue of impacted majors. Using a report prepared by the former interim VPDUE Mark Cioc, and a white paper written by the UCEP in 2009, the

subcommittee reviewed several departments that reported having impacted majors. In order to identify different causes for impactedness (e.g., loss of faculty in recent years, course sequencing, major requirements, etc.) the subcommittee intended to devise an actionable definition for impactedness which the CPB would use to determine possible recommendations.

However, after conducting these reviews, the committee felt that more information is needed before the causes, and subsequent possible resource solutions to these causes, can be identified with any useful detail. As a result, the CPB, in collaboration with the CEP, will be collecting data from departments across campus to pinpoint local causes for impactedness and generate guidelines for department chairs and deans for solutions to this problem (and identify which causes are academic, which are resource-based). The committee will continue its work on this issue next year.

Retention

In January 2012 several CPB members were charged with preparing a report on undergraduate student retention and related matters. They met with Retention Services Director Pablo Reguerin and AVC/Dean of Students Alma Sifuentes who provided an overview of the many relevant activities within their purview. For data we were referred to Planning & Budget - Institutional Research (IR) office. After numerous false starts, member Friedman met with IR Director Julian Fernald and VCPB Peggy Delaney, who decided that direct access to the data would be impermissible, but extended an invitation to join a working group meeting summer 2012 to help prepare a charge letter for CP/EVC Alison Galloway to deal with the issue in a unified manner.

The working group met several times in the summer of 2012. It assembled and briefly summarized a raft of previous reports and presentations from UCSC over the last decade, as well as numerous materials from external sources. Work was completed by September 1, 2012. A month or two later, CP/EVC Galloway used that material to charge VPDUE Richard Hughey, requesting a plan for improving retention, graduation, and time to degree.

The VPDUE first tasked various staff members to analyze all materials transmitted by the working group. From an expansive dataset they extracted a list of 350 suggestions, which they cross-indexed and sorted. In December 2012 the VPDUE formed the [Undergraduate Student Success \(USS\) Team](#) to consider ways to improve retention, graduation, and time to degree. Its executive summary, issued April 22, 2013, called for two immediate actions and three strategies, as follows.

Action 1: Appoint a limited-term “Champion” to catalyze rapid reforms.

Action 2: Expand access to information that will empower students, advisors, programs, and administration to make decisions crucial to student success.

Strategy 1: Increase On-Campus Jobs for Students.

Strategy 2: Engage with student mental health, alcohol, and other drug issues.

Strategy 3: Develop Degree Paths that Increase Success.

The final report, issued May 24, 2013, runs over 50 pages and includes clusters of detailed recommendations to help guide the Champion (Linguistics Professor Jaye Padgett 2013) and the campus community.

Recharges

During the cyclical discussions of budget cuts it became clear that the campus was not, and CPB could not, ascertain the magnitude and impact of funds transferred between units through recharges. The recharge system transfers funds between accounts to pay for certain services provided by on-campus units. [The Planning & Budget website](#) contains information on recharge rates and associated policies. The Direct Costing Committee reviews the recharge rates annually. It is important to keep in mind that recharges not only transfer funds between core-funded units, but also provide a mechanism for auxiliary enterprises to contribute to a share of the costs for basic campus operations. CPB's preliminary analysis of data collected and organized by Planning & Budget Director Troy Lawson shows that the recharge economy appears (with two possible caveats) to be working appropriately.

One area that may warrant further examination is the recharge activity within Business and Administrative Services (BAS). This division has units with comparative disproportionately large amounts of recharge expenditures and income. However the issue is confusing as BAS may use different accounting practices and this could cause expenses like salaries sourced from multiple accounts to inflate the recharge activity shown in the data.

Another area of concern to several principal officers is the mandatory Information User (IU) assessment fee imposed to support the campus' telecommunications and computer network infrastructure. This year CPB did not have time to examine the details of the user information assessments, and a future examination should be conducted jointly with the Committee on Computing and Telecommunications. We do note that the information user assessment fees are an important mechanism for auxiliary units to support the general campus infrastructure. Furthermore, if these fees were eliminated or reduced then additional cuts in base budgets would be needed to provide funding for essential networking and communications services.

Long Range Enrollment Planning (LREP)

The UC system has not engaged in enrollment planning since the 2007-2008 academic year, but the implementation of new financial methodologies for the campuses, based on the ideas of 'funding streams' and 're-benching' necessitated the development of a new LREP focused on campus enrollments through the 2020-2021 academic year.

CPB invoked its historic presence as the lead Senate committee for enrollment planning dialogue. Senate Chair Joe Konopelski, ex officio member of CPB, joined the LREP committee during the early discussion stages and CPB was consulted on an advanced draft of the LREP at the end of the academic year. The final version of the LREP was submitted to UCOP on the due date of July 1 and the Senate has received a copy of that transmission. CPB will review the final version of the documents early in the fall quarter, and consult as it deems suitable.

Online Education

UCSC's administrative decision to join Coursera together with the Governor's \$10M 'carve-out' for online education development at UC has thrust the use of technology to augment the undergraduate curriculum into the spotlight. While the Senate Committees on Teaching and Educational Policy have organized several forums on the issues surrounding online education, CPB spent the year consulting with the campus administration on a policy for moving forward with online education in all its forms and venues. In addition, the recognition that significant campus resources will be needed to mount successful online offerings will continue to put CPB in regular consultation with the administration in the coming year.

Summer Session

CPB has been keenly focused on effecting much needed change to the orientation of the Summer Session enrollment period for several years running. After several consultations both in 2011-12 and 2012-13 with VPDUE Highley and Summer Session Director Parikh, the Undergraduate Education office has charged a Summer Strategy Group which intends to recommend action on several key items quickly, in order to effect changes for Summer 2014. Foci include: financial incentives to departments and programs for offering courses, TA allocation policy revisions, course cancellation policy, fees, especially those charged to visitors, and online education incentives.

CPB intends to follow-up with the outcomes of this summer group early in Fall quarter. Some but not all of the issues identified by CPB are on the docket for review, and CPB will ensure that ladder-rank faculty participation, summer support for graduate students as instructors, graduate-student-instructor compensation levels, compensation for summer teaching assistants, strategic departmental offerings to help students finish quickly, student aid in the summer, budget allocation strategies, academic support services required, and summer research possibilities are all addressed as critical concerns of the faculty constituency.

Other Campus Reviews

CPB responded to the Office of Research Self Study and a request to vet plagiarism software for campus use. Additionally, CPB took keen interest in updates on operations in Silicon Valley and UARC and consulted with CP/EVC Galloway numerous times on future planning for these initiatives. CPB also weighed in on the proposed Library student fee referendum, which funded Library hours and services.

Systemwide Issues

CPB responded, along with other relevant Senate committees, to the following issues:

- APM 600 – Salary Administration;
- Financial Aid Funding Policies;
- Open Access;
- Rebenching.

Regular Committee Business

FTE Review

CPB re-reviewed the divisional requests for faculty recruitment authorizations (16) for 2012-13, as well as the additional twenty authorizations requested for 2013-14. The committee consulted on several partner-hire requests, and waivers of open recruitment. CPB also reviewed and made recommendations on six Target of Excellence (TOE) appointments.

CPB additionally reviewed and responded to five requests for FTE transfer and one Presidential Post Doc appointment.

Program Review

CPB participated and commented formally on the ongoing program reviews of seven departments, ranging from comments on the charge to External Review Committees to participation in closure meetings.

CPB also reviewed proposals for the establishment of the Technology Management Department, the Spanish Studies B.A., an Education M.A. and the reinstatement of the Community Studies B.A.

Continuing Issues for CPB 2013-14

CPB has identified several items for continued consideration in the next academic year. These include continued attention to Retention & Graduation rates; Non-resident admissions and support; programming in Silicon Valley and changes to the UARC contract; Summer Session; and major impactedness.

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. CPB also had a graduate student representative and places for two undergraduate student representatives to sit with the committee throughout the year. Members represent 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, signing CPB documents and attending UCPB. All CPB letters and reports, unless otherwise noted, represent the consensus opinion of CPB.

Respectfully submitted;

COMMITTEE ON PLANNING AND BUDGET

Zsuzsanna Abrams

Don Brenneis, *ex officio*

Sue Carter

E.G. Crichton (*F&W*)

David Draper

Daniel Friedman

Patty Gallagher (*S*)

David Helmbold

Susan Harding

Joseph Konopelski, *ex officio*

Susan Schwartz

Marilyn Westerkamp, Chair

Valerie Poyno, GSA

Jessica Greenstreet, SUA (*F*)

COMMITTEE ON PREPARATORY EDUCATION Annual Report 2012-2013

To: Academic Senate, Santa Cruz Division

The Committee on Preparatory Education (CPE) held seven meetings throughout the academic year to discuss specific issues related to its charge. The work and accomplishments of the Committee during the 2012-13 year are summarized below.

Online Math Placement Exam (MPE) Report and Data Follow Up

Members were impressed with the effort and energy Professor Weissman put into this large project. The online version of the math placement exam is successful and may need updating in the future to prevent cheating. From the data, it appeared there was a predictive power and correlation for Math 3 over Math 11A or 19A. In the future, the department plans on changing the questions for each section and level; creating questions that are better predictors and deleting others. CPE would like the Mathematics Department to create a probability table with statistical data based on past test scores and compare with recent online test scores, using a correlation coefficient “p value”—predictive power. The table should be produced every year and be easy to read and find information. Professor Weissman’s plans include creating a manual and handing over his scripts and data to the new undergraduate adviser in the Mathematics Department.

CPE members are curious to know the department’s long term plans for the online test and will follow up in the fall.

UCSC Becoming a Hispanic Serving Institution and Council of Retention

Members were apprised by VPDUE Hughey on the status of UCSC becoming a Hispanic Serving Institution. A “team” held meetings this year and created a report with their recommendations. Having this status could be an incentive when recruiting graduate students who would like to do research on success rates with a diverse student population. The Hispanic-Serving Institution (HSI) Team created the following list of future task and goals. Here are a few objectives:

- Apply to become an eligible institution, which requires two years of data showing 25% Hispanic student population.
- Join the Hispanic Association of Colleges and Universities (HACU).
- Network with other HIS institutions and request needed funding for support and necessary programs for the needs of first generation student.

More information on the Team’s findings can be found here at the [Undergraduate Education Site](#).

CPE researched other UC campuses. With regard to retention, many of the larger campuses have student created Councils of Retention and members discussed the possibility of creating one on the UCSC campus. VPDUE Hughey apprised CPE members of a new committee he will be chairing, which will cover student retention issues, progress, and time to degree. The new team is called, “The Student Success Team” (SST). Members received the report produced by the

team in spring quarter, but there was not enough time to fully review the outcome. Here is the summary of issues that CPE may wish to review in the fall:

- Appoint a limited term “Champion” to catalyze rapid reforms.
- Expand access to information that will empower students, advisors, programs, and administration to make decisions crucial to student success.
- Increase on-campus jobs for students.
- Engage with students regarding mental health, alcohol and other drug issues.
- Develop degree paths that increase success.

Crown Core Course for Non-Satisfied ELWR Students

There has been an ongoing problem with student success in satisfying ELWR. Crown College would like to try a pilot program in winter 2014, with the addition of another section of core. This course is not like other approved college core courses currently in place for students who have satisfied C1, but are not ELWR satisfied. In consultation with Provost Ferguson, the committee expressed unanimous support for the project, although a formal proposal was still being developed. An outline of the project, as understood by the committee, is that a winter section of the Crown Core course would be held for students who failed in the fall. Both the College and the Committee felt there were two major advantages: providing students who failed core, (particularly those who are ELWR unsatisfied) a chance to retake the requirement without waiting a year, giving them more time to pass Writing 2; and to encourage core instructors to maintain higher writing standards. Member Parmeter pointed out that it's not necessarily paradoxical for a student to pass core (carrying the C1 writing standard) while ELWR unsatisfied, because core also teaches many other aspects of academic discourse. However, since core carries the C1, standards for writing in core need to be raised, and core instructors need to be willing to fail students, even those working hard and showing progress, who don't meet the C1 standard. CPE recommended that core instructors known to have excellent experience and training specifically as writing instructors be engaged for the winter core sections, whether those are instructors from the writing program or instructors particularly well known to the provost as having that training.

ELWR Writing Data

This year's cohort was among the lowest percentages ever satisfied for our campus and is an unexpected consequence, which required adding additional writing courses for winter and spring quarters. There were 3,400 entering students this year with the lowest test scores in writing and not a direct result of the writing program. These scores may be attributed in the Analytical Writing Placement Examination (AWPE exam or percentage of writing satisfied by other methods. These percentages have gone down this year and it is not known if this is a direct result in the admissions policies changes, or a result of admissions using percentages with regard to writing skills assessment. This new cohort of students may need help to catch up with an additional quarter of writing to pass the writing exam. Members wondered if it was the tutoring. The Writing Program hires tutors who are not a part of Learning Support Services (LSS) but the Writing program faculty meet with the tutors weekly to reinforce the work in class. With less student hours for writing tutors, faculty believe the quality of tutoring has increased to meet student's needs. There is limited individual tutoring available: 3 – 4 hours per quarter. In the past, students had unlimited access to tutors, but now there is limited funding. The Writing

Program is also working to address international student needs by offering a training this summer with writing instructors. It will be a boot camp to exchange information and share ideas. CPE will follow up on the issue of funding for tutors in the Writing Program next year.

Plagiarism Software

The committee was supportive of purchasing a campus-wide license for the software as an educational tool— whether in the hands of students, instructors, or both—for demonstrating to students what plagiarism is, and how to avoid it. CPE felt instructors should be encouraged to use the system mostly to get students to rewrite plagiarized work, since misunderstanding of what constitutes plagiarism is extremely prevalent, and probably more so than calculated deception. The members thought that its utility might be greatest in disciplinary courses outside the committee's purview, since in preparatory writing courses it is often very clear when the students' writing departs from their own voice. CPE's expectation as to whether students' submitted work would be incorporated anonymously into the system's master database, can be a decision that individual instructors make. On the one hand, being a "good citizen" of the system requires helping to improve its database; if all institutions opted out of this, the system would become entirely ineffective. On the other hand, some faculty may be so uncomfortable with requiring students to submit their work to the database, even anonymously, that they will simply decline to use a system that would be otherwise valuable to them and their students. CPE supports the software purchase and that whatever system is chosen, this decision to participate can be left to individual faculty; and that, indeed, the presence or absence of this flexibility might be considered as a factor when the vendor is selected. CPE considers the "gold standard" for privacy in a system like this to be that the vendor completely removes information about the origin and authorship of submitted papers when including them in the database. If this is indeed the practice of the selected vendor, we suggested that this be publicized to faculty to increase their comfort with allowing student papers to be incorporated.

Targeted Review of SR 478

CPE members reviewed the revised Senate Regulation 478 with regard to STEM majors and their ability to transfer into the UC System in a more streamlined fashion. Students in science and engineering majors without freshman physics or biology or chemistry could be delayed in graduating after transferring in to a UC and are normally expected to take up to three years to degree. The Intersegmental General Education Transfer Curriculum (IGETC) for STEM majors that was proposed reduces the number of required courses in order to enable students to take science preparatory courses, increasing the likelihood of successful completion of the major within two years. The Board of Admissions and Relations with Schools (BOARS) is proposing this change to the regulation, freeing up three General Education (GE) courses that can be taken at the UC campus after transfer. Members agreed that these types of majors are linear, and every course the student takes is a prerequisite for progress in the major. So with the revised IGETC, there is more flexibility for the students to fulfill the requirements and progress more timely through the major. All agreed the proposal was good. From the student's perspective, it provides a broader range of courses to choose from, as well as exposure to many areas of study.

BOARS Mathematics Transfer Proposal

The Committee on Preparatory Education (CPE) became aware of BOARS' deliberations regarding the required prerequisite for transferable math courses from community colleges at the end of spring quarter. UC policy requires junior transfers to complete a one-semester quantitative reasoning (mathematics or statistics) course that has Intermediate Algebra “or its equivalent” as a prerequisite. Determination of equivalency has been left in the hands of the community colleges, and one result of this has been the development of innovative paths for non-STEM majors to a transferable math course by groups such as the California Acceleration Project (CAP).

CPE's primary concern is that the changes being contemplated by BOARS—either the strict enforcement of intermediate algebra *per se*, or the alternative requirement of equivalence to Common Core—will stifle experimentation that is addressing, perhaps successfully, one of the thorniest problems facing higher education in California, which is finding those students from underrepresented groups and underperforming secondary schools who will be able to succeed at a UC and giving them a chance.

Members sent a response to our BOARS Divisional Representative, Chair Gordon, from Committee on Admissions and Financial Aid (CAFA) for the meeting at the end of June, where BOARS discussed the issue and decided that the course content was either intermediate algebra or comparable coursework.

Recommendations for CPE 2013-14

Consult with the VPDUE on the progress of the goals recommended by the team on Hispanic Serving Institution.

Follow up with VPDUE on the actions resulting from the Student Success Team and how the Senate can be more formally involved with the process in the future. In particular, should there be an Undergraduate Council or a Committee on Retention and Advising? On this question, also follow up with the Senate Executive Committee and Committee on Committees.

Review new data on the MPE online results in table format. Pay close attention to the transfer of leadership for the MPE from Marty Weissman to a new math faculty member. Compare the reports from next year to the new ones provided, whether Math explicitly makes that comparison or not.

CPE reviewed UC All Campus Consortium On Research For Diversity (ACCORD) research activities for relevance to CPE's mission, and we identified several reports to read and follow up with for next academic year. Here are the research grants to follow up on:

Tina Matuchniak

UC Irvine/education

Dissertation Fellow

Dissertation: *Mind the Gap: A Cognitive Strategies Approach to College Writing Readiness*

Jessica Singer
UC Santa Barbara/education
Dissertation: *Literacy Sponsorship and First Generation Latino College Writers*

Margarita Azmitia, Ph.D., Holli A. Tonyan, Ph.D., and Olaf Reis, Ph.D.
UC Santa Cruz/psychology
Title: *The Role of Social Support in Under-represented Minority Students' Adjustment, Identity, Grades, and Retention in Their First Year of College*

Follow up on additional writing course sections, if any, with regard to new international student enrollments.

Keep in touch with new University Committee on Preparatory Education (UCOPE) Chair Frank on:

1. The recent BOARS decision regarding prerequisites to transferable math, and how this plays out for the experimental pre-statistics tracks at Community Colleges.
2. The suggestion being pursued by UCOPE for a possible systemwide math diagnostic test. (the idea originated at UCOPE with outgoing CPE Chair Smith).

Respectfully submitted;

COMMITTEE ON PREPARATORY EDUCATION

George Bunch

Bruno Mendes, NSTF

Gabriel Elkaim, Chair (*F*)

Sarah-Hope Parmeter, ELWR Coordinator

David Smith, Chair (*W, S*)

August 31, 2013

COMMITTEE ON PRIVILEGE AND TENURE 2012-13 Annual Report

To: Academic Senate, Santa Cruz Division

Grievances

Three grievances were filed with the Committee on Privilege and Tenure (P&T) this year. Two were dismissed before the *prima facie* stage. Of these, one was dismissed because it was filed more than three years after the action being grieved was known to the grievant. P&T rejected the argument that the three year time limit should start when the grievant became aware of the relevant University policy.

The administrative action cited in the second grievance had been the subject of an earlier grievance – where the right claimed in the new grievance had not been invoked, but had nevertheless been considered by P&T – and the resubmission was rejected. In the third grievance, P&T's preliminary determination was in favor of the grievant for some items in his grievance. A negotiated resolution was not reached between the administration and the grievant. Consequently, P&T appointed a Hearing Committee, whose work is still continuing.

Charges

No charges against any member of the faculty were presented by the administration to P&T this year.

Policy Review

P&T provided advice about changes proposed to the Academic Personnel Manual (APM) by the administration. For the APM 600 series, where substantial restructuring was proposed, P&T objected that the information provided was inadequate and asked that the draft policy be withdrawn and recirculated properly; in addition, it pointed out numerous errors and instances of unclear wording in the draft policy. P&T also raised serious concerns about the proposed APM 668 Negotiated Salary Proposed Pilot Plan, and had minor comments about proposed changes to APM 700 that would introduce a process for presumptive resignation.

At the campus level, in response to proposed changes to CAPM 407.690 about the use of overlapping steps, P&T advised that both the existing and draft policy could result in valid grievances. P&T had no objection to the proposed changes to CAPM 514.285 about lecturers with security of employment. P&T also provided advice to the CPEVC about the practice of appointing faculty as divisional appointees. Within the Academic Senate, P&T responded to a proposal from the Committee on Committees to amend Divisional Bylaw 14 and restructure the Senate Executive Committee.

Respectfully submitted;

COMMITTEE ON PRIVILEGE AND TENURE

Raoul Birnbaum (*W&S*)

Gina Dent

Jorge Hankamer

Michael Mateas (*S*)

Triloki Pandey

Maria Schonbek

Onuttom Narayan, Chair

August 31, 2013

**COMMITTEE ON RESEARCH
2012-13 Annual Report**

To: Academic Senate, Santa Cruz Division

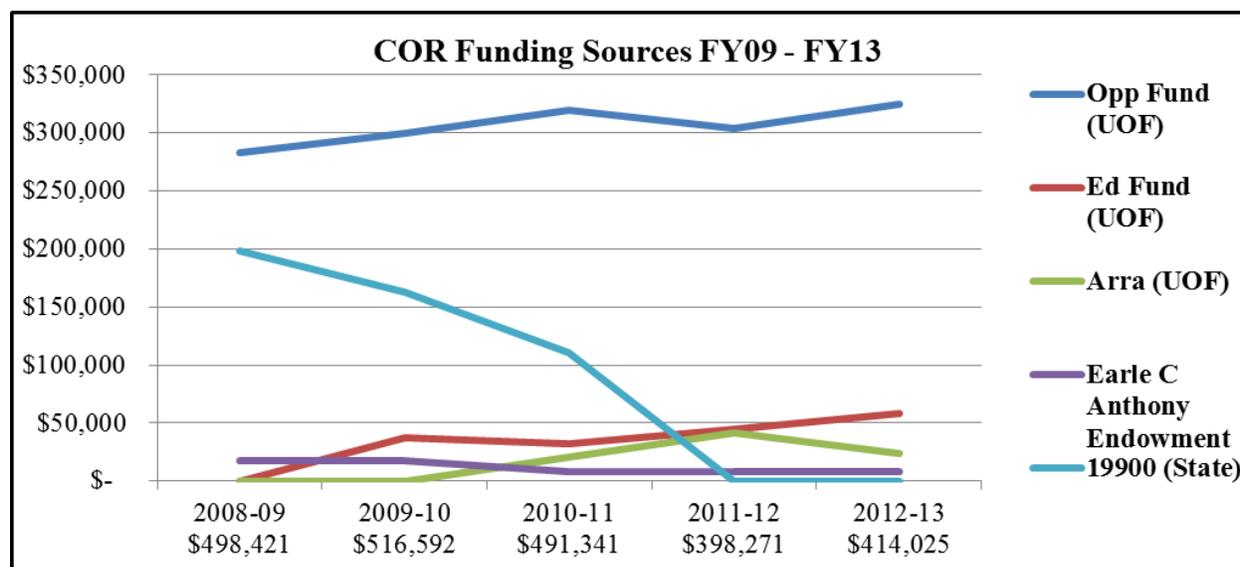
The Committee on Research (COR) worked diligently during 2012-13, updating its various grant programs and consulting with a wide range of administrators on campus to better understand the state of the research mission of UCSC. COR focused on the varying levels of support for faculty researchers on campus, setting in motion a campus review of research funding at UCSC with aims of increasing direct support for faculty. These efforts were presented by the COR chair at the senate wide meeting on May 29, 2013. As will be described below, COR strongly recommends continued conversation between the administration and the relevant Senate committees in 2013-14.

COR Activities Regarding Matters of Research Policy

COR Investigation into the University Opportunity Fund

Throughout the year, the committee engaged in an investigation of the historical impact of COR grants and the continuing importance of COR support to faculty at UCSC. Over the last five years, COR has lost all of its \$200,000 in state funding (light blue trace, Figure 1). During that time, the increased research productivity of the university led to the growth of COR’s other budget sources, but the overall budget has fallen by over \$100,000 (a 20% cut).

Figure 1. Sources of COR funding for 2008-09 to 2012-13



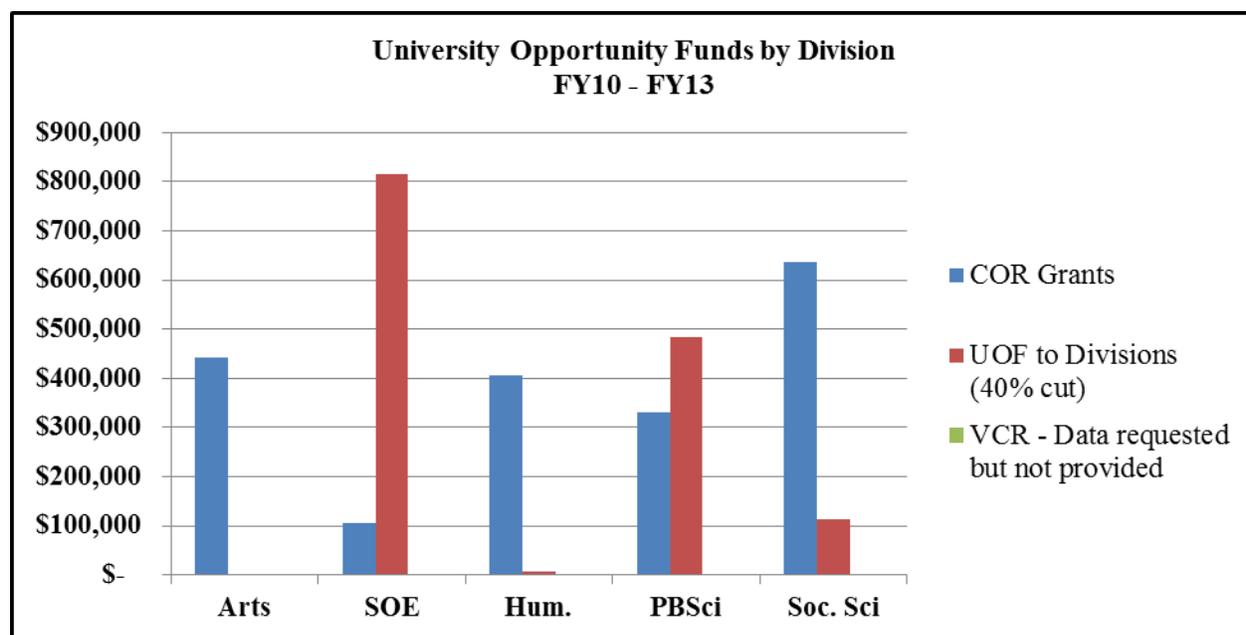
COR’s budget is now comprised almost entirely (~ 98%) by funds from the University Opportunity Fund (UOF). The UOF is funded from indirect cost recovery (ICR) funds. These funds, also known as “overhead,” are received by the university from extramural funding sources to offset the cost of services it renders in support of grants and contracts. At present, 36% of ICR received by UCSC each year goes into the UOF. The UOF is then shared among the

academic divisions, the Executive Vice Chancellor (EVC), the Vice Chancellor for Research (VCR), and COR in a 40:40:15:5 ratio, respectively. *The distribution of the UOF has never been reviewed by the Academic Senate, nor has the rationale for the current 40/40/15/5 split ever been articulated.*

In consultation with EVC Alison Galloway on November 6, 2012, COR asked if this split could be re-examined. The EVC was open to this idea, particularly to revisiting the 15/5 split between the VCR and COR. In a follow-up consultation on May 14, 2013, COR presented a more thorough examination of the 15/5 split and argued for an equal 10/10 split in order to enhance COR's ability to support faculty research. COR also proposed a new split of 5% to be returned to the faculty members who are securing the external grants that bring ICR to campus by altering the 40/40/15/5 overall split accordingly. This "kickback" to principal investigators (PIs) is common at other universities including UCSF and UC Davis and is designed to incentivize and facilitate ICR-generating research.

A simple glance at the UOF allocations shows a greater amount going to Engineering and Physical & Biological Sciences, the divisions with greater opportunities for extramural funding. To offset this, COR has traditionally provided more support to the Arts, Humanities, and Social Sciences Divisions as a way of balancing the access to research support for UCSC faculty (Figure 2). As a result, a shift in the 15/5 VCR and COR distribution would greatly aid faculty members in the latter divisions. Reserving 5% of this 40% to return to the individual faculty PIs who generated the ICR would similarly aid faculty members in Engineering and PBSci, putting research funds directly into the hands of researchers who earn grants. This unrestricted form of money would both incentivize and facilitate research by all faculty across the campus.

Figure 2. Distribution of UOF Funds and COR Grants Awarded by Division for FY10 to 13



EVC Galloway agreed to seek more data on the use of the UOF funds by the VCR's office and the academic divisions. As this data becomes available in 2013-14, COR will continue to update the Senate. This information was presented in a report to the Senate on May 29, 2013 so that faculty could begin to discuss the possible impacts of changes to this distribution formula. Any discussion will need to closely consider both the 40/40/15/5 split of incremental changes in ICR, and of equal if not more importance, the original UOF base levels were set in 2009 without Senate consultation.

Increase in UCSC ICR Rate

In July 2012, UCSC was approved for an increase in its ICR rate. The current rate of 51% will rise 0.5% each year for the next five years. COR views this increase as a further opportunity to reexamine the use of these funds on campus. It is not surprising that the aspirations of UCOP for ICR rates in the 65 to 80% range (equivalent to MIT, Stanford, Johns Hopkins, etc.) were not approved, given the large reduction in research infrastructure and support over the last few years.

Composite Benefit Rates

Fringe benefit rates at UCSC range from 8% to 110%, due to the wide variety of positions that are paid from grant money. UCOP is trying to mandate a set of composite benefit rates to simplify, they claim, the accounting and avoid undercharging or overcharging grants. The new composite rates would apply to both new proposals and existing grants. From an in-depth study from the Vice-Chair of the Academic Council, PIs will have ~ \$16M less money systemwide for the actual research due to higher benefit rates.

COR took issue with the university's plan to impose the normal academic year composite benefit rate (~ 33%) on faculty summer salary. The current benefit rate for summer salary is ~ 14%, and COR could find no justification for charging faculty the higher rate of 33%. On June 5, 2013, the committee contacted all UCSC faculty with external awards to alert them to the impending change. In response, Vice Chancellor for Planning and Budget Peggy Delaney assured the committee that UCSC plans to establish a transition fund for faculty grants that were approved before the higher composite benefit rate was in place. As of this writing, composite benefit rates have yet to be implemented. *This ongoing issue will require the attention of the 2013-14 COR.*

UC Portfolio Research Group (PRG) and Review of APM – 241

COR closely followed the interactions between the University Committee on Research Policy (UCORP) and UC Vice President for Research and Graduate Studies (VPRGS) Steven Beckwith. In 2012-13, VP Beckwith established the UC Portfolio Research Group (PRG) to examine research funding from UC Office of the President (UCOP) and set research priorities. COR was skeptical about the makeup of the PRG, as members seem to have been hand-picked by VP Beckwith. Also, the proceedings of the PRG are not transparent. COR's heightened interest in UCOP's research decision stem from the 2011-12 review of the UC Observatories (UCO). Despite overwhelming UCO support from the Senate, VP Beckwith created a new governance structure. COR felt that the UC Astronomy Board was also set up in an entirely opaque manner, with members carefully selected that are not supportive of UCO. With the lack of a UCO Director as of July 1, 2013 upon the retirement of Professor Sandra Faber, this issue will need to be closely followed by COR in 2013-14. The UCO budget is in place for 2013-14, but it is not clear for the subsequent years. Professor David Koo (COR member for 2011-12 and

2012-13) would be an ideal contact point for COR to discuss issues that come up regarding UCO.

This mistrust between the VPRGS and UCO resurfaced in 2012-13 as COR was asked to comment on proposed changes to Academic Personnel Manual (APM) – 241 Faculty Administrators (Positions Less Than 100%). Specifically in question was the process for selecting the director of Multi-campus Research Units (MRU). The proposed revisions would bring APM – 241 into conformance with Regents Policy and the Compendium of Universitywide Review Processes for Academic Programs, Academic Units, and Research Units. COR was concerned that the proposed revisions did not guarantee that members of the MRU director search committee would be chosen by the Senate. Also, the revisions made the search committee merely advisory, limiting its ability to influence the actual appointment. Finally, the revisions could give the chancellor of an MRU's home campus no purview in the final appointment of a director. COR expressed these concerns in its response to APM – 241 sent on May 30, 2013. UCO has no director as of this writing, so this issue will arise again next year.

Office of Research Self-Study

In preparation for an external review that had been planned for 2012-13, the UCSC Office of Research (OR) prepared a self-study to be reviewed by the Senate. The Self-Study was shared with COR on November 8, 2012, with the expectation that the results of a stakeholder survey would be made available by the end of the fall quarter. The results of the survey were never shared with the Senate, but multiple requests from COR to the office of the Vice Chancellor for Research (VCR) did result in the raw responses for COR review only in April 2013. The survey and its responses proved inconclusive and offered little by way of critically reviewing OR.

On January 16, 2013, COR sent its formal response to the OR Self-Study, noting several serious issues with the seeming lack of detailed study or quantitative data that could be found in the document. Using personal experience as faculty researchers and with colleagues, the committee pointed out key issues that ought to be addressed in the subsequent external review. VCR Bruce Margon took issue with most of the points in COR's response to the Self-Study, and met with the committee on April 2, 2013 to discuss these points. COR concluded that though some details of the committee's response to the self-study may be called into question, the self-study itself provided an inadequate view into the operations of OR.

The external review of OR was cancelled by the EVC in spring 2013. COR was frustrated with this development, hoping to see a more serious inquiry into the office and its support of faculty.

VCR Search

VCR Margon indicated in summer 2012 that he would exit his position and return to the faculty in June 2013. This initiated a nationwide search for a new VCR, an endeavor in which COR was involved *via* representation of the COR chair on the search and interview committee. Though two finalists visited the campus for presentations and interviews, neither was selected for the position. UCSC professor of computer science Scott Brandt was appointed as interim VCR on June 18, 2013 and has already had encouraging, open discussions with the incoming and outgoing COR chairs.

A new VCR search will be launched in 2013-14 and COR will work to be as involved in this process as this year. COR also looks forward to restructuring its interaction with the office of the VCR.

The Office of Research as a Service Unit for Faculty

COR recommends that the new VCR and incoming COR work together to improve the support of the VCR’s office for PIs’ navigation through UCSC’s sometimes unwieldy rules and system for submitting and administering grants. COR members had many examples of frustrating and time-consuming dead ends and red-tape within the UCSC process (some of which is under the VCR’s office and some not).

The outgoing COR has two recommendations: 1) That the incoming COR sponsor 2 or 3 focus groups of about 8 to 10 PIs across divisions, to consider the possible sources of dead ends, and for staff to redact the transcripts of the focus groups for improvement of the process. EVC Galloway expressed her support for this idea during consultation on May 14, 2013; 2) That the incoming VCR mount a ‘trouble’ webpage for PIs to get help from the VCR’s office when they reach dead ends, both to help the PIs around the obstacles and to help the VCR’s office improve the process (within and outside the VCR’s office). In effect, we recommend that the VCR’s office serve more as an advocate for PIs.

Consultation with UCSC Deans

Throughout the fall and winter quarters, COR consulted with the deans of the five divisions at UCSC, working to strengthen ties between the committee and the divisional leadership. With each dean, the committee discussed research priorities, research centers and collaborative efforts, COR grant support, aspirational graduate growth, and interactions with the Office of Research. COR was particularly impressed by the webpages and promotional materials from the Arts and Humanities Divisions, which creatively display the research efforts of faculty members in those areas. These websites were also obviously up to date, providing COR and any outsider with a current picture of research in the division.

COR also provided each dean with a snapshot of COR support to their division over the last five years. Part of that information can be found in Figure 3.

Figure 3. COR Support By Division 2008 – 2013

Division	Total COR Support 2008-2013
Arts	\$660,549
Engineering	\$166,746
Humanities	\$610,284
Physical & Biological Sciences	\$487,330
Social Science	\$970,445

UC Open Access Policy

COR reviewed the proposed Open Access Policy drafted by the University Committee on the Library and Scholarly Communication (UCOLASC) and sent to the campuses for comment in August 2012. COR was supportive of the philosophy of open access, as many major granting agencies such as the National Institutes of Health (NIH) have adopted similar policies for research they fund. COR could not, however, support the proposed UC policy.

The policy will likely harm research by shifting future costs from the university library budgets to faculty authors. The issue is not faculty PIs choosing to publish in open access journals, which are currently expensive and very low impact factor. Rather, the concern is about journals that are subscription based. At present, these journals—which have high impact factors and thus are the desired choice in which to publish—receive their payments in the form of subscription fees from university library budgets. A primary motivation of the UC Open Access Policy is a reduction or elimination of journal subscription fees incurred by the UC Libraries. If all universities shift to open access, subscription income will eventually fall and these journals will have to make up the difference. COR believes the difference will be charged to the authors, as this will be their only choice.

In order to better understand the policy, COR chair Scott Oliver met with the UCSC Committee on the Library and Scholarly Communication (COLASC) on March 5, 2013. COLASC and COR exchanged correspondence, agreeing that more cooperation and communication between the two groups is necessary in 2013-14, given the close ties between research, the library, and scholarly publishing.

The proposed policy was edited and sent back for expedited review on May 30, 2013. Though COR's final scheduled meeting for the year was May 28, 2013, the committee responded to the review, reiterating its reservations about the policy. The long-term effects of the policy do not seem to have been considered by UCOLASC or UCOP. For instance, many journals in the Arts and Humanities depend completely on subscription fees and, in a few rare cases, advertising. These journals have no backup if libraries, their main subscribers, fail to subscribe. Further, if open access is going to bring about meaningful change, and not just shift the burden of cost, then UC must have a clearly articulated vision of the role that this proposed policy will play in changing the publishing and research industries.

The UC Open Access Policy was formally adopted in July 2013. COR will monitor the effects of the policy on the pilot campuses throughout 2013-14.

COR Grant Programs

In 2012-13, COR had two funding sources: the University Opportunity Fund (UOF)—with three components—and a small amount from the Earle C. Anthony Endowment (Figure 4).

Figure 4. COR Budget Sources and Expenditures for 2012-13

Budget Source	Amount
Opportunity Fund (UOF) – ICR from federally funded grants	\$324,528
Education Fund (UOF) – ICR from privately funded grants	\$57,892
ARRA Funds (UOF) – American Recovery and Reinvestment Act	\$23,524
Earle C. Anthony Endowment	\$8,081
TOTAL	\$414,025

Expenditures	Amount
Faculty Research Grants (FRGs)	\$143,668
Special Research Grants (SRGs)	\$110,815
New Faculty Research Grants (NFRGs)	\$13,840
Scholarly Meeting Travel (SMT)	\$142,408
TOTAL	\$410,731

Though the total budget (\$414,025) was slightly higher than the 2011-12 total budget (\$398,271), the committee chose to keep all limits of research program funding consistent with 2011-12. COR is hopeful that the discussion that began this year around the split of the UOF will lead to an increase in COR funding and thus an increase in direct support of faculty researchers.

Faculty Research Grants (FRGs) and Special Research Grants (SRGs)

Each year, COR solicits applications for its two research programs: Faculty Research Grants (FRGs) and Special Research Grants (SRGs). These grants often provide seed funding for new research and especially help new faculty as they establish their individual research careers. The grants are selective *via* peer review (Figure 5). Without these grants, many faculty would need to choose between covering their research expenses out of pocket or abandoning their projects. COR dedicated much of its time in the fall quarter to updating the guidelines and application for the two research grant programs. Guidelines and fundable expenses were streamlined in order to make the application process as faculty-friendly as possible.

The committee also approved a new timeline for applications and review of its two research grant programs. In order to give faculty members more time to plan their research as well as spend the funds in the following year, applications for FRGs and SRGs were opened on December 1, 2012 and closed on January 22, 2013. With the new timeline, COR saw an increase in faculty applications and the total amount of support requested. These numbers, though, remain far below other recent years (Figure 5). COR attributes this decrease to the lower grant limits that were a result of cuts to COR's budget.

Figure 5. FRG/SRG Applications and Requested Funds 2008-09 to 2012-13

	2008-09	2009-10	2010-11	2011-12	2012-13
FRG	146	128	127	84	112
SRG	53	45	45	24	47
TOTAL Apps	199	173	172	108	159
FRG Funds Req.	\$252,036	\$205,306	\$253,479	\$130,386	\$181,244
SRG Funds Req.	\$687,456	\$526,108	\$423,438	\$158,706	\$324,362
TOTAL Funds Req.	\$939,492	\$731,414	\$676,917	\$289,092	\$505,606

COR adjudicated the 2012-13 applications in February 2013. FRGs were limited to \$1,500 (\$2,000 for junior faculty) and SRGs were limited to \$8,000. Overall, COR felt that the quality of the submitted proposals for both FRGs and SRGs was very high. Many of the submitted proposals asked for funding toward the completion of important ongoing scholarly work, while others aimed at initiating new research projects or preparing proposals for major extramural grants. FRG and SRG awards are available to faculty for the following fiscal year. So for awards adjudicated in 2012-13, faculty will be able to spend their funds July 1, 2013 – June 30, 2014. In this sense, 2012-13 applications are for 2013-14 awards.

Figure 6. Summary Statistics on the 2013-14 FRG and SRG Awards (adjudicated in 2012-13)

Division	SRG apps requested	SRG apps funded	SRG amount funded	FRG apps requested	FRG apps funded	FRG amount funded
Arts	15	6	\$25,350	29	23	\$35,765
Engineering	3	1	\$6,000	4	2	\$3,000
Humanities	4	2	\$10,550	27	25	\$38,184
PBSci	13	6	\$32,229	17	12	\$19,760
SocSci	12	7	\$36,686	35	31	\$46,959
Total	47	22	\$110,815	112	93	\$143,668

New Faculty Research Grants (NFRGs)

In order to give new faculty immediate access to research dollars, each year COR runs the New Faculty Research Grant (NFRG) program. Unlike the FRGs and SRGs, which are awarded for the following fiscal year, NFRGs are awarded for the current fiscal year. Essentially, an NFRG award gives new faculty access to the previous year’s FRG program, because they were not faculty at UCSC at the time FRG applications were due. NFRG applications were made available on October 15, 2012 and were due on November 21, 2012. All requests were funded (Figure 7).

Figure 7. Summary Statistics on the 2012-13 NFRG Awards

Division	NFRG apps requested	NFRG apps funded	NFRG amount funded
Arts	0	0	\$0
Engineering	0	0	\$0
Humanities	2	2	\$4,000
PBSci	1	1	\$2,000
SocSci	4	4	\$7,840
Total	7	7	\$13,840

Future Application System

COR worked throughout the year with ITS Project Manager Leslie Geary to develop a new COR grant application portal to be launched in 2013-14. The new system will replace the current method of running the application through Survey Monkey and the adjudication through FileMaker Pro. COR is excited for the continued development of this new system and the efficiencies it will bring for both the committee and faculty researchers.

Scholarly Meeting Travel (SMT)

The other grant program offered by COR supports faculty travel to scholarly meetings throughout the world (Figure 8). COR overhauled the Scholarly Meeting Travel (SMT) guidelines and implemented a new application portal in fall 2012. The committee approved four major changes:

- Department Chair signatures will no longer be required on the application but Department Chairs will be cc'd on all SMT award notification e-mails;
- A flat award of \$700 will replace the \$650/\$1,000 award structure on July 1, 2013 and will affect all travel after that date;
- Non-Senate members will no longer be eligible for SMT; the application guidelines will provide a link to the Non-Senate Faculty Professional Development Fund, which provides support for travel of non-Senators;
- Requests for SMT must be made at least fourteen calendar days in advance of travel.

On November 5, 2012, these changes were shared with the Senate along with the new online application system. Designed using Google Forms, the online SMT application system replaced the existing paper system, streamlining the process for faculty applicants.

Figure 8. Summary Statistics on the 2012-13 SMT Awards

Division	SMT apps funded	SMT amount funded
Arts	30	\$23,700
Engineering	9	\$7,250
Humanities	41	\$31,158
PBSci	31	\$28,550
SocSci	64	\$51,750
Total	175	\$142,408

Intercampus Travel Fund

In addition to supporting faculty travel to scholarly meetings, COR also offers limited support for faculty and graduate student travel to encourage cooperative use of the research facilities, library resources, and field stations of the UC system. These funds are also to encourage collaboration with colleagues at other UC campuses. COR updated the policies of these funds, known as Intercampus Travel Funds. In addition to a new online portal, there were five major changes:

- Applications must be submitted online at least fourteen (14) days in advance of travel;
- Funds may only be used for transportation and lodging, to a maximum amount of \$250;
- Faculty may receive intercampus research funds only once every two years;
- Faculty sponsorship of a graduate student will count as that faculty’s biennial award;
- Eligibility is limited to full-time members of the Academic Senate and graduate students advanced to candidacy under the sponsorship of a member of the Academic Senate;
- Post travel reimbursement forms are due to the faculty’s divisional business office ten (10) days after he/she returns to campus.

The new application for the Intercampus Travel Fund was made available on July 1, 2013.

Other COR Business

COR Bylaw Change

At the October 19, 2012 Senate meeting, a change in COR membership (Bylaw 13.27.1) was approved, allowing for a graduate student member of the committee. Graduate students play an important role in the research activities on campus, and they are directly impacted by the issues discussed by COR. In 2011-12, COR extended a standing invitation for a graduate student representative and found it beneficial. These benefits continued through 2012-13 with an official graduate student member on COR.

Other Issues

COR discussed and commented on several system-wide policies:

- Review of Negotiated Salary Proposed Pilot Plan (10/25/12);
- Review of APM 700 – Leaves of Absence (10/25/12);
- Review of Systemwide Rebenching Report (10/31/12);
- Review of APM 430 – Visiting Scholars (10/31/12);
- Review of Proposed Open Access Policy (11/26/12);
- Review of Proposed Anti-Plagiarism Software for UCSC (2/15/13);
- Review of Updated Draft Wi-Fi Policy for UCSC (2/15/13);
- Review of CAPM 500.205 – Recall of Academic Appointees (2/21/13);
- Review of APM 600 – Salary Administration (5/3/13);
- Review of APM 241 (5/30/13);
- Review of Updated Proposed Open Access Policy (6/28/13).

Respectfully submitted;

COMMITTEE ON RESEARCH

Elisabeth Cameron

Nathaniel Deutsch

David Koo

Sri Kurniawan

Deborah Letourneau

Debra Lewis

Barbara Rogoff

Fitnat Yildiz

Scott Oliver, Chair

Andrew Smith, GSA

August 31, 2013

COMMITTEE ON RULES, JURISDICTION, AND ELECTIONS
2012-13 Annual Report

To: Academic Senate, Santa Cruz Division

The Committee on Rules, Jurisdiction, and Elections (CRJE) met twice in 2012-13. This report summarizes the Committee's work during the year.

Advice and Interpretation of Legislation:

SCB 13.27 – Committee on Research Charge

CRJE reviewed the proposed amendment to SCB 13.27, the Committee on Research's (COR) charge. CRJE proposed editorial changes for the purpose of consistency with existing bylaws, which were adopted by COR prior to Senate approval.

SCR 9.1 – Grades, Evaluations, and Transmission of Records

Following CRJE's detailed review of SCR 9.1 during 2011-12 with and for the Committee on Educational Policy (CEP), CEP proposed amendments to SCR 9.1, sections 1 and 8. CRJE suggested several changes to rectify ambiguity regarding W grades and the "retaking" of courses. This language was clarified by CEP prior to being advanced for review and approval by the Senate.

CRJE further responded to a request from a faculty member for interpretation of SCR 9.1.8 as it applies to the repetition of courses in which a student has received a passing grade (A, B, C, P).

Committee on Committees Elections:

CRJE reviewed the COC nomination petitions which were submitted by the February 1, 2013 deadline. The nominating process for the Committee on Committees yielded four candidates for the three open positions. Consequently, an election was held which ended on February 25, 2013. Three candidates were certified to serve as members of the Committee on Committees for a two-year term beginning September 1, 2013. [Committee membership](#) can be found on the Senate website.

Santa Cruz Division Manual updates:

SCB 13.27 and SCR 9.1 were amended at the October 19, 2013 meeting of the Academic Senate. The SCB 13.27 change was made effective immediately, and the SCR 9.1 change will be implemented in the 2013 manual per Senate Bylaws.

Respectfully Submitted,

COMMITTEE ON RULES, JURISDICTION, AND ELECTIONS

Allen Van Gelder

Thorne Lay

Abraham Stone

Anthony Aguirre, Chair (F,W)

Dave Belanger, Chair (S)

August 31, 2013

COMMITTEE ON TEACHING 2012-13 Annual Report

To: Academic Senate, Santa Cruz Division

Introduction

The Committee on Teaching (COT) met regularly every other week throughout the academic year to conduct business regarding an agenda related to their charge to foster and promote good teaching, to recommend and evaluate methods of assessing teaching performance, to oversee instructional support services on campus, and to advise the Academic Senate as requested. Much of the year was dedicated to generating a broad campus conversation about online education and educational technologies that have the potential to improve pedagogy. The committee did this by co-sponsoring, with the Committee on Educational Policy (CEP), three campuswide events for faculty, students, and staff. These events were well attended and accomplished the goal of initiating a campus conversation. Further, committee conversations about online education were kindled by the administration's decision in February to sign a contract with the for-profit online education provider, Coursera. This decision process, which did not include meaningful consultation with COT or the Senate, heightened concerns about online education already held by committee members and faculty across campus. Finally, a high point of the committee's work was selecting recipients for Excellence in Teaching Awards. Each year the committee is impressed by the many nominations for our esteemed teachers, and yet is tasked with selecting far fewer recipients than are deserving. A brief overview of the committee's notable work in 2012-13 is provided below.

Events on Online Education and Educational Technologies

Following a long tradition of co-sponsoring events on teaching and learning, COT collaborated with CEP to sponsor three quarterly events. The events addressed, among others, issues of student assessment, quality, access, and the cost of online education, as well as innovative educational technologies currently being used by UCSC faculty. All of the events were well attended, and each garnered a diverse audience of faculty, staff, and students. COT is indebted to the many faculty, invited guests, staff, and students that participated in these events. Further, COT is grateful for the generous support it received from the Academic Senate Office, and from Executive Vice Chancellor Galloway. Their support greatly increased the impact of these events. All of the events were recorded and are available on the Academic Senate's website.

Fall Quarter: Moving Online: Stakes and Assumptions

On November 28, 2012, faculty, staff and students gathered to discuss stakes and assumptions about online education. Participants raised questions about how online education could cause a shift in UCSC's educational model, about whether students should receive credit for Massive Open Online Courses (MOOCs), about the fundamental questions faculty need to be asking, and about CEP's role in approving and regulating the use of online courses on campus. Audience members at this event heard from a panel of UCSC faculty comprised of Diane Gifford-Gonzalez (Anthropology), Brent Haddad (Environmental Studies), Ira Pohl (Computer Science), Kip Tellez (Education), and Anthony Tromba (Mathematics), with opening remarks from CEP Chair Tracy Larrabee and COT Chair Charlie McDowell.

Winter Quarter: *Educational Technology Tradeshow*

Held on January 30, the “UCSC Educational Technology Trade Show” gave faculty, staff, and students the opportunity to view hands-on innovative pedagogical technologies in action. Experts in a variety of disciplines demonstrated educational technologies such as tablet augmented teaching, interaction with remote students via Adobe Connect, completely online courses, and resources for educational filming, as well as ways that University Extension Silicon Valley can help with the design and implementation of online courses. Presenters included Frank Bauerle (Mathematics), Michael Chemers (Theater Arts), Alan Christy (History), Gabriel Elkaim (Computer Engineering), Brent Haddad (Environmental Studies), Tracy Larrabee (Computer Engineering, Chair of CEP), Charlie McDowell (Computer Science, Chair of COT), Director of Learning Technologies Jim Phillips, and University Extension Dean Lynda Rogers.

Spring Quarter: *Panel Discussion on Online Education*

A large audience of faculty, staff, and students gathered on April 26, 2013, for the year’s final event: a spirited panel discussion on the big questions surrounding online education such as how it might change the role of the professor, the risks to faculty intellectual property, how the success of courses might be assessed, and who will determine those measures. Much of the discussion took place within the context of UCSC’s recent contract with Coursera. Panelists included: Campus Provost and Executive Vice Chancellor Alison Galloway, Coursera Co-founder Daphne Koller, UCSC Professors Robert Meister (History of Consciousness), Rodney Ogawa (Education), and UCSC student Matthew Hong from the organization “New School.” Deputy Editor for the San Francisco *Chronicle* Lois Kazakoff moderated the discussion.

Re-Envisioning the Center for Teaching and Learning

Excellent teaching is necessary for ensuring that our students leave UCSC prepared for lives rich in intellectual pursuit, and well placed to compete in the job market. Members re-envisioned the now defunct Center for Teaching and Learning, developing a plan to reboot the Center in a way that can produce measurable results at improving teaching and learning, and doing so within a budgetary framework that reflects ongoing uncertainties. The new vision for a Center, renamed the Center for Transformative Learning, would build upon UCSC’s strengths by focusing on the transformative learning experience. The Center would provide training for faculty and graduate students, research new pedagogical and technological tools, and disseminate best teaching practices. In doing so, the committee’s expectation is that the Center would quickly emerge as the body for fostering leadership and support for teaching excellence on campus, improving upon the successes in teaching for which UCSC is known.

In the spring quarter, the committee made progress on developing a case statement for funding the Center for Transformative Learning that will be presented to University Relations and administrators in summer and fall. Ensuring that the campus provides meaningful support for teaching and learning will continue to be a top priority for COT in 2013-14.

On the topic of supporting teaching excellence, it was duly noted by the committee that Instructional Improvement Program (IIP) grants, suspended since 2011-12, are a critical component for faculty to improve their pedagogical practices. As is well documented, these grants have had a direct impact on the campus by providing support for major initiatives that are consistent with campus priorities: developing interdisciplinary courses, mentoring graduate

students in teaching pedagogy, implementing the use of eCommons in courses, and much more. While uncertainties regarding the budget remain, new technologies present faculty with opportunities to improve student learning, and the committee encourages administrators to further consider the importance of instructional improvement grants by lifting the suspension and strategically funding targeted grant proposals.

UCSC Contract with Coursera to offer Online Courses

In February 2013 the UCSC administration signed a contract with the for-profit company Coursera to offer free online courses to the public. The partnership has the potential to expand the reach and impact of UCSC faculty, as well as further democratize higher education. Unfortunately, the Senate was not provided with a meaningful opportunity to review and discuss the contract before it was signed, prompting committee members to argue that campus principles of shared governance were violated. While the committee reached a consensus on this point, individual member responses to the contract with Coursera varied from little concern about its implications for teaching and learning, to great concern that UCSC's movement into online education will fundamentally alter the university experience. Many of the committee's concerns about online education were articulated into questions that were raised during the events it held, but given the relative newness of online education, a lack of good data on its effectiveness, and the multitude of approaches to offering online or hybrid courses, many of the discussions provided more questions than answers.

Following the administration's announcement that three courses had been approved for the Coursera platform, the committee raised concerns about how faculty and courses were being selected and strongly recommended that the Senate, and COT, be involved in the process. The committee's role would be to ensure that the pedagogical merits of the courses are such that UCSC can be proud to broadly distribute them. The COT chair, along with other committee chairs, took similar concerns to the Senate Executive Committee and strongly argued for targeted Senate review of Coursera course proposals.

Excellence in Teaching Awards

Each year the Committee on Teaching selects faculty to receive Excellence in Teaching Awards. Given in spring, the awards honor UCSC faculty who have demonstrated exemplary and inspiring teaching. Nominations are first submitted by students and then narrowed down by COT for further consideration. COT revised the process this year such that each finalist was asked to submit a statement of teaching philosophy, and a letter of support was solicited from a Department Chair or Divisional Dean. The committee looks for evidence that the nominee has thought deeply about teaching and learning, and effectively applies that thinking in the classroom.

In 2012-13 COT received two hundred and ninety-nine (299) nominations for one hundred and fifty-two (152) faculty. The committee selected seven (7) faculty to receive teaching awards, including the Ron Ruby Award, awarded to a faculty in the Physical and Biological Sciences Division. The Vice Provost and Dean of Undergraduate Education hosted an awards ceremony for the recipients on June 11th, at which Chancellor Blumenthal presented the awards. Statements of teaching philosophy from this year's recipients are available on the Academic Senate's website. This year's winners are:

- Raoul Birnbaum, History of Art and Visual Culture;
- Vilashini Cooppan, Literature;
- Shelly Grabe, Psychology;
- Lindsay Knisely, Oakes College & Writing;
- Stefano Profumo, Physics;
- Enrico Ramirez-Ruiz, Astronomy and Astrophysics (Ron Ruby Award);
- Susan Strome, Molecular, Cell and Developmental Biology.

The committee congratulates the 2012-13 recipients!

Advising the Academic Senate

A major task for the Committee on Teaching, as for any Academic Senate Committee, is reading, discussing, and formally responding to documents presented to by the Academic Senate or the administration. In 2012-13, these included the following:

- Systemwide Review of the Rebenching Report (October 2012);
- Systemwide Open Access Policy (November 2012);
- Review of Plagiarism Detecting Software for Campuswide Use at UCSC (February 2013).

Work for Next Year's COT

The committee identified several items for continued consideration in 2013-14. These include the following:

- Consulting with University Relations and administrators about funding for the Center for Transformative Learning;
- Taking a leadership role in reviewing Learning Management Systems that might replace eCommons;
- Querying faculty to learn more about what support for teaching is being offered by departments and/or divisions;
- Review how funds are being allocated, if at all, to support teaching (e.g., for online course development) and make recommendations for how best to allocate funds;
- Study the impact that years of budgetary cuts have had on undergraduate pedagogy at UCSC.

Respectfully submitted;

COMMITTEE ON TEACHING

Michael Chemers

Deborah Gould

Kirsten Silva Gruesz

Martin Weissman

Charlie McDowell, Chair

Nandini Bhattacharya, NSTF

Noelle Lehnhard, GSA (*F*)

Gabi Cruz, SUA (*F&W*)

Jim Phillips, Director, Learning Technologies

August 31, 2013

GRADUATE COUNCIL 2012-13 Annual Report

To: Academic Senate, Santa Cruz Division

Introduction

The Graduate Council coordinates all academic policies and procedures at UC Santa Cruz that bear on the conferring of higher degrees. The Council's primary responsibilities include the review of proposed and existing graduate programs, proposals for new courses and the revision of existing courses, and changes to graduate programs and policies. Council regularly consults with other Senate committees, administrative units, divisions, and departments about a broad range of issues pertaining to graduate education. In 2012-13, the Council's work was focused on (1) generating a broad conversation within the Senate about aspirational graduate growth, (2) carefully considering new program proposals, changes to existing graduate programs, proposals to revise or offer new courses, fellowship reviews, and (3) responding to a wide range of issues pertaining to the Senate and graduate education more generally. A brief overview of Council's work in 2012-13 is provided below.

Aspirational Graduate Growth at UCSC

An Opportunity for Graduate Growth

Despite its history of receiving one of the lowest shares of per-student funding of any of the University's ten campuses, UC Santa Cruz has managed to evolve into a dynamic and well-respected institution that provides significant service to the region, state, and nation. The recent initiative to redress the State's historical practice of providing less funding per student relative to our sister campuses (called 'rebenching') places this campus in a strengthened position to further its stature in the area of research and research-driven education. The increased funding has been tied formally, via conditions imposed by the UC Office of the President, to the goal of increasing the ratio of academic doctoral students to undergraduates to 12%, a significant increase relative to our current ratio of approximately 7%; this amounts to roughly 800 additional Ph.D. students. In a sense, the rebenching resources represent a partial forward-funding, towards the aspirational goal of 12%, of resources associated with the higher cost of educating more Ph.D. students, leading to the use of the term "aspirational graduate growth" to refer to the increased focus on academic doctoral education in response to the rebenching incentive. While this goal will be a challenge to reach, the focus on increasing graduate enrollments on our campus presents an unprecedented opportunity to work towards a long-stated common goal of both the faculty and administration.

Our campus has as of yet received only a fraction of this anticipated relative funding increase. But with the passage of Proposition 30 and the associated stabilization of UC funding, we might expect the remaining implementation to materialize roughly as proposed. It is of interest to the Senate to understand how rebenching resources that have already arrived on campus have been allocated, and to engage the discussion of how further rebenching resources will be allocated. To this end, the Graduate Council kindled a campuswide conversation about graduate growth by delivering oral reports to the Senate at the March 8 and May 29 meetings.

Approaches to Growth

The Graduate Council regularly consulted with ex-officio member, and Dean of Graduate Studies, Tyrus Miller. Under his leadership, the Division of Graduate Studies explored the implications of

reaching towards the 12% goal through a straw scenario that would grow Ph.D. enrollments in a way that would largely preserve the existing disciplinary and programmatic shape of the campus. While no constituency has espoused this as an optimal approach in the deployment of rebenching resources toward the goal of increasing Ph.D. enrollments and overall campus stature, the exercise provides an important benchmark in our development of an understanding of what will be required of the campus and its faculty, staff, and administrators in order to reach toward the 12% goal. Other possible principles for guiding the allocation of rebenching resources, demonstrably associated with but not explicitly indexed to achieving the 12% goal, have been mentioned. For example, the campus could use the resources to strive towards Association of American Universities (AAU) status; it might also focus a significant fraction of them in a coordinated effort to develop a new component of the campus' instructional and research activity that would offer the prospect of significantly transforming the campus' profile. Although such an initiative might be launched in any academic disciplinary area, an example of such an initiative is provided by the development of the Baskin School of Engineering over the past decade.

Ph.D. Enrollments and Next Steps

The 2012-13 admissions cycle offered a positive glimpse of campus' early success at graduate growth. Doctoral student enrollments significantly increased, largely due to programs being able to make more attractive offers, and as a result of greater faculty engagement in the admissions process. Nevertheless, the campus needs to act quickly to develop principles and a plan for graduate growth. The Senate and Administration created a Joint Task Force on Academic Structures and Academic Planning, on which Chair Schumm served. The Task Force concluded its work in Spring 2013 by producing a report that will guide the administration through the strategic planning initiative scheduled to begin in 2013-14. The Council will continue to monitor growth in 2013-14, and is hopeful that clear principles and plans for growth will be promulgated through the initiative.

Changes to Graduate Programs

New Program Proposals

The Graduate Council reviewed one proposal for a new program in 2012-13. In October, the Graduate Council approved a revised proposal for a Master's of Science degree in Games and Playable Media.

New Department Proposals

The Graduate Council reviewed one proposal for a new department in 2012-13. In June, the Council offered its support for the creation of a Technology Management Department. A department to house the existing Technology Information Management programs, and their core faculty, has long been planned and the Council's view is that the new department is being established with that in mind. On the matter of transferring the TIM graduate programs (Ph.D. and Masters) for which the Council's role is plenary, however, the Council was unable to complete its deliberation at least until the latest proposal for the revision of its graduate degree requirements becomes available.

New Concentration Proposals

The Graduate Council reviewed one proposal for a new concentration in 2012-13. In July, the Council approved a proposal from the Literature Department to add a Creative/Critical Writing concentration to its existing Ph.D. program. The concentration will introduce doctoral-level

creative-oriented work into the Literature Department's academic profile, thereby pulling on an outstanding faculty with the unique capability to provide this type of instruction.

Designated Emphasis Proposals

The Graduate Council did not receive any new proposals for Designated Emphases. The Council approved revisions to an existing Designated Emphasis in Latin American & Latino Studies in 2012-13:

- Latin American and Latino Studies – Revisions to program requirements discontinuing the written component, the teaching requirement, and formally opening the DE to Master's students.

Graduate Program Changes & Catalog Statement Revisions

Each year the Graduate Council reviews graduate program changes and catalog statement revisions. While many of the proposals are for insignificant catalog revisions that are quickly approved, some require the Council's full consideration. The following proposals were discussed at length by the Council in 2012-13:

- Electrical Engineering – Proposal for a second Master's track with a project-based capstone (October, June);
- History – Proposal to re-open admissions for graduate students in Modern Europe for the 2013-14 academic year (November); additionally, the Council reviewed a proposal to restructure History's curriculum to emphasize transnational methods of teaching and research (June);
- Politics – Proposal for a departmental policy governing student probation periods (November);
- Visual Studies – Proposal to extend the deadline for Qualifying Exams from Fall to Winter of a student's third year (December);
- Latin American and Latino Studies – Proposal to modify requirements to the approved Designated Emphasis (January, February);
- History of Consciousness – Proposal to significantly revise program content (January);
- Technology Information Management – Proposal to revise curriculum and the capstone requirement (March, June); additionally, the Council reviewed a proposal to transfer the TIM graduate programs (Ph.D. and Masters) to the newly established Technology Management Department, but was unable to offer its approval until planned revisions to the graduate degree requirements are made available (June);
- Biomolecular Engineering – Proposal to revise curriculum and the capstone requirement (April, June);
- Literature – Proposal to modify the Ph.D. qualifying exam (April); additionally, the Council reviewed and approved a proposal to add a concentration in Creative/Critical Writing to its existing Ph.D. program (June, July);
- Education – The Council reviewed and approved a proposal from the Education Department to establish a cohort of its Master's program in Silicon Valley, and for it to be administered by University Extension (May, June);
- History of Art and Visual Culture – Proposal to adjust the time for advancement to candidacy (June);
- Economics Department – The Council reviewed and acknowledged the department's intention to reopen admissions to the Master's program in Applied Economics and Finance, which were self-suspended in 2011-12, and again in 2012-13; the department

expects the first cohort of students to begin in fall of 2014 (July).

Course Approvals

A sub-committee of Graduate Council members (Kudela, Poblete, Thomas) reviewed and approved 40 new graduate courses, and 78 course revisions.

Program External Reviews

The Graduate Council participated in the external review of two programs in 2012-13: Art, and Psychology. The Council responded to the draft charges for upcoming external reviews in Environmental Studies, History of Art & Visual Culture, Philosophy, Physics, and Science Communication. The Council also reviewed mid-cycle reports from Education, Linguistics, Applied Mathematics and Statistics, Biomolecular Engineering, Chemistry & Biochemistry, Earth & Planetary Sciences, and Digital Arts & New Media. In addition to the Council's regular business with academic program external reviews, they also reviewed a self study from the Office of Research.

Fellowship Review

Throughout the year, several subcommittees of Graduate Council members advised the Vice Provost and Dean of Graduate Studies on the selection of Cota Robles (Aptheker, Poblete, Rubin, Wang), and Dissertation Year (Aptheker, Kudela, L. Miller, Schumm) Fellowships.

Issues for the Senate and Graduate Education

Proposal to Adjust Composite Benefit Rates And Include Summer Salary

In Summer 2012, the UC Office of the President began briefing the systemwide Senate on a plan to reduce the number of rates charged by employee type on each campus, with the goals of simplifying the billing system and aligning it with UCPATH, the new payroll and HR system. Campuses began reviewing the policy in Fall and many faculty, including those on the Graduate Council, expressed alarm over how the policy would significantly increase the benefit rate charged to summer salary. It is the Graduate Council's sense that this increase would have a direct, and negative, impact on the faculty's ability to support graduate education. This sense was reinforced by a study done by the Council Chair, also a member of the Santa Cruz Institute for Particle Physics. The study shows the impact of an increase in the summer salary percentage benefit rate by 16.5 points (from 13.5% to 30%), about half of the worst-case scenario of a 30 point increase, on the Department-of-Energy supported component of SCIPP activity (the component most readily evaluated in short order). The resulting loss of approximately five quarters of graduate student research support is an underestimate, in that indirect costs would be charged to all of the increase in faculty benefits, but only a portion of those indirect costs would be recouped if graduate support were reduced, since indirect costs are not charged on tuition and fees. Thus, for a 30 point increase in the benefit rate, something between two and three graduate student or postdoctoral positions would be lost, out of a total of approximately 15-20 such positions that are currently supported. The Council urged campus administrators to work with UCOP to see that the final proposal does not contain the summer salary provision.

Proposal to Assess Ph.D. Programs at the Qualifying Exam

The Graduate Council consulted with the Vice Provost for Academic Affairs on his proposal to assess program learning outcomes and offered its support for proceeding, on a trial basis, with an assessment that is geared towards programs, and not students. The Council asked that all departments and programs be clearly instructed that the assessment is for the evaluation of

program quality and efficacy, and it is not directly tied to the satisfaction of degree requirements and the evaluation of student's mastery of their field of study. The proposal also instigated a discussion of whether Ph.D. students are, in general, appropriately apprised of the criteria on which their fitness for Ph.D. candidacy will be evaluated, but there was not a clear consensus among the Council as to whether or not the proposed structure can serve the purpose of regularizing that aspect of our Ph.D. programs. The Council plans to continue that discussion next year.

Local and Systemwide Business

Graduate Council discussed and provided comment on a number of local and systemwide issues, including the following:

LOCAL

- Technology and Information Management External Review Deferral Request (October);
- Approval of the Revised Games and Playable Media M.S. Program Proposal (October);
- Draft Guidelines for Degree Program Learning Outcomes (December);
- Proposal from the Student Union Assembly to Include Course Syllabi on the Student Portal (December);
- Office of Research Self Study External Review (December);
- Dean of Graduate Studies Membership on the Academic Structures Joint Task Force (January);
- Review of the Five-Year Perspectives 2013-14 – 2017-18 (January);
- Campuswide License for Plagiarism Detecting Software (February);
- Proposal from the VPAA for the Assessment of Ph.D. Programs at the Qualifying Exam (March, June);
- Proposal from the Committee on Planning & Budget for an Ambassador Fellowship Program (April);
- Revisions to the Graduate Course Approval Supplement Sheet to better integrate Regulations 762 (April);
- Proposal from the Division of Undergraduate Education, and the Division of Graduate Studies, to Offer a Graduate Certificate in Pedagogy and Teaching (June);
- Review of five FTE Transfers, one from Latin American & Latino Studies to Environmental Studies, two from the School of Engineering to Technology Management (pending establishment), one from Literature to Latin American & Latino Studies, and one from Applied Mathematics & Statistics to Computer Engineering (various dates).

SYSTEMWIDE

- Systemwide Review of Proposed New Policy APM - 430, Visiting Scholars (October);
- Systemwide Review of the Rebenching Report (October);
- Systemwide Review of the Open Access Policy Proposal (November);
- Proposal to Change Composite Benefit Rates (December).

PRESENTATIONS AT SENATE MEETINGS

- March 8, 2013 – A Report on Aspirational Graduate Growth at UCSC;
- May 29, 2013 – An Update on Graduate Growth at UCSC.

CONSULTATIONS

- Director of Silicon Valley Initiatives Gordon Ringold on the topics of ongoing academic and professional activities at the Silicon Valley campus, and the direction it is headed in (February 21, 2013);
- Campus Provost & Executive Vice Chancellor Alison Galloway on the topics of the growth of graduate enrollments as catalyzed by the rebenching mandate, and the successful initiative to bring UCSC into the Coursera consortium (May 16, 2013).

Issues Carrying Forward to 2012-13

Graduate Council identified the following issues carrying over into the next academic year:

- Monitor campus progress at achieving graduate growth;
- Review existing Master's program capstone requirements to ensure that they are at once comprehensive and sufficiently rigorous;
- Study whether Ph.D. students are, in general, appropriately apprised of the criteria on which their fitness for Ph.D. candidacy will be evaluated by their department or program;
- Draft guidelines for informal Academic Graduate Certificate Programs;
- Continue to monitor graduate programs that are struggling.

Respectfully submitted;

GRADUATE COUNCIL

Bettina Aptheker

Scott Brandt

Raphael Kudela

Leta Miller

Tyrus Miller, *ex officio*

Juan Poblete

Seth Rubin

Megan Thomas

Su-hua Wang

Bruce Schumm, Chair

Christy Caldwell, LAUC

Alice Ye, GSA

August 31, 2013

COMMITTEE ON COMMITTEES
Additional Nominations 2013-14

To: Academic Senate, Santa Cruz Division

The following nominations are changes and additions to those confirmed at the May 29, 2013 meeting of the division. A full list of Senate Committee membership can be viewed at: <http://senate.ucsc.edu/about/StCom1314.pdf>

Academic Freedom

Delete: Bakthan Singaram (*W*)

Add: Raja Guha Thakurta (*W*)

Admissions & Financial Aid

Delete: Minghui Hu (*S*)

Committee on Committees

Delete: Rodney Ogawa

Add: Vanita Seth

Preparatory Education

Delete: George Bunch

Privilege & Tenure

Delete: Campbell Leaper (*W&S*)

Add: Nirvikar Singh (*W&S*)

Add: Onuttom Narayan (*F*)

Respectfully Submitted;

COMMITTEE ON COMMITTEES

Patty Gallagher

Don Potts

Marilyn Walker

Elizabeth Abrams, Chair

November 1, 2013

COMMITTEE ON FACULTY WELFARE
Health Care Open Enrollment Resolution

To: Academic Senate, Santa Cruz Division

Background to Health Care Open Enrollment Resolution

Open Enrollment runs from October 28th to November 26, 2013. Several insurance plans have been discontinued, new plans are being offered, and a majority of UCSC employees will be required to choose a new plan for 2014 by the November 26th deadline.

It has been brought to the attention of the Committee on Faculty Welfare (CFW) that some of the information concerning insurance plans on the UC Open Enrollment website is inaccurate and/or incomplete. For example, the home page of the UC Care Open Enrollment website lists the expenses for Emergency Room (ER) Services as simply a \$100 copay. However, other documents show that the employee will also have to pay 20% of the allowed cost for Emergency Room Physician Services. This can be a significant expense in cases that require extensive immediate medical care. The Evidence of Coverage booklets for the medical plans containing full details of plan coverage are not available on the Open Enrollment website. The information currently available to employees is in the form of plan summaries provided by UCOP, which are incomplete and in some places contradictory. Further, at the commencement of Open Enrollment, an Evidence of Coverage booklet had not yet been created for the Blue Shield Health Savings Plan, indicating that final decisions have not yet been made concerning some elements of coverage.

UC employees must have access to complete and accurate information in order to make informed choices about their health care coverage. Therefore, we insist that the Open Enrollment website information be accurate, Evidence of Coverage booklets for each insurance plan be provided, employees be notified of corrections, and employees be provided with additional time to enroll or change their enrollments based on updated and accurate information.

Whereas; the Santa Cruz Division of the Academic Senate is concerned that inaccurate and conflicting information about the new health care plans has been published during the Open Enrollment period and

whereas; it is essential that UC employees have access to a complete and accurate description of the coverage provided by each plan,

THEREFORE BE IT RESOLVED that the Santa Cruz Division of the Academic Senate requests the UC Office of the President notify all employees when the plan coverage information is corrected on the Open Enrollment website and the final Evidence of Coverage documents for medical plans are posted, and that the Open Enrollment Period be extended to allow sufficient time to review these documents. Employees who enrolled before the final documents were posted must be notified that inaccurate information had been posted, and these employees must be provided an opportunity to change their enrollment.

Respectfully submitted;

COMMITTEE ON FACULTY WELFARE

Noriko Aso

Samit Dasgupta

Donna Hunter

Michael Isaacson

Sean Keilen

Jennifer Poole

Roger Anderson, *ex officio*

Barry Bowman, Chair

November 1, 2013

COMMITTEE ON INTERNATIONAL EDUCATION
Beyond International Recruitment: How Do We Want to Internationalize UCSC?

To: Academic Senate, Santa Cruz Division

The Committee on International Education (CIE) will present a brief Oral Report at the November 15, 2013 Senate meeting. This report will be an update on various international initiatives occurring around campus, including plans for campuswide forums on internationalization and responses to common misconceptions surrounding international education at UCSC.

Also included will be a snapshot of the responses thus far to the CIE-sponsored “UCSC International Experience and Contacts Survey.” The short survey was shared with the Senate via email on October 10, 2013. If you have not yet filled it out, you can access it via the following link (or by typing the following into a web browser):

<https://docs.google.com/a/ucsc.edu/forms/d/1SfsO7uHnglbW51GVTOK9BpsU7XflukYv4Kv4nJABgmo/viewform>

Respectfully submitted;

COMMITTEE ON INTERNATIONAL EDUCATION

Arnav Jhala

Peter Limbrick

Rasmus Winther

Joel Ferguson, *ex officio*

Ben Crow, Chair

Tony Hoffman, NSTF

Tony Tsujisaka, SUA

November 1, 2013