

MINUTES
Regular Meeting of the Santa Cruz Division
November 7, 2014

Meeting

A regular meeting of the Santa Cruz Division of the Academic Senate was held Friday, November 7 at the Colleges 9 & 10 Multipurpose Room. With Parliamentarian David Brundage present, Chair Don Brenneis called the meeting to order at 2:30 p.m.

1. Approval of Draft Minutes

The meeting minutes of May 21, 2014 were approved by voice vote.

2. Announcements

a. Chair Brenneis

Chair Brenneis announced the new faculty appointments for the 2014–15 academic year. He noted that the Senate Chair's announcements were already available in the agenda packets, highlighting that two of the included reports--the SEC report on graduate growth principles, and the COT report on teaching support--would be presented later on in the meeting.

b. Chancellor Blumenthal

Chancellor Blumenthal began with updates about UCSC's budget, stating that the Governor's current sustainability plan calls for 5% increases in state funding for the next two years and 4% increases for the years that follow, all with no tuition increases. For our core education and research mission as a university, excluding research grants, we currently collect about 40% of our funds from the state, and about 60% from tuition. A 4% increase in state funding without tuition increases corresponds with only about a 1.6% increase in funding for UCSC. With both faculty and staff receiving cost-of-living and merit increases annually, and with union contracts also needing financial support, this is simply not sustainable. This is true for all UC campuses. Another factor in this unsustainability is the complete absence of state support for the UC retirement system. Faculty and staff continue to make contributions toward retirement out of their paychecks, and UCSC continues to have to make contributions out of the operating budget. Unlike the CSU retirement system which is fully supported by the state, the UC retirement system does not receive state support. The contributions out of the operating budget have had a large impact on UCSC's financial resources. In response to these financial difficulties, President Napolitano has unveiled a new five-year budget plan. If approved, the plan would delegate authority to the UC President to raise tuition by up to 5% per year for the next five years, depending on whether or not the state funding increases. The President would also have the authority to lower tuition if state funding increased above the expected amount. It would provide a guarantee to students that during their stay at any UC campus, their personal tuition would never increase by more than 5% per year, as long as the state continued to maintain its funding. This plan would also include a full return-to-aid, giving us the ability to keep our financial commitments for student support. Currently, 55% of UCSC's California resident students do not pay tuition. This would not change under the new budget plan. All tuition would be treated equally. This would include undergraduate, graduate, and PDST tuition, as well as student services fees. The plan is set to be reviewed at the November UC Regents meeting.

The Chancellor then spoke of UCSC's Silicon Valley plans, commenting on future initiatives, some that are currently taking place, and explaining why it is imperative for UCSC to begin expansion into this area. UCSC is currently working to build on our longstanding partnership with NASA-AMES. Our ten-year UARC contract is currently up for renewal, and we are working on a proposal, which, if accepted, would increase potential for new collaborations and programs within Silicon Valley. We also currently have a lease for space at the NASA-AMES center, which we are in discussions to develop in partnership with DeAnza-Foothill College. UCSC is also working on creating a new institute in Silicon Valley in partnership with UC Berkeley and UC San Diego. The focus of this institute will be to enhance our collaborative research in areas including earth sciences, astrobiology, robotics, etc. It would also assist us in developing some possible industrial collaborations in that area as well, such as with IBM. The Chancellor then noted Silicon Valley's expansive diversity, stating that with its abundance of community colleges, being in that area could be very beneficial for UCSC when it comes to student recruitment. He also noted that a number of other UC campuses are expressing growing interest in that area, and if we don't move quickly, this could jeopardize UCSC's stance as the UC most closely associated with Silicon Valley. He then detailed more of UCSC's expansion plans for Silicon Valley for the next few years, stating that 14 FTEs will be set aside for UCSC's Silicon Valley initiative. These FTEs would be open for competition, similar to the FIGH process (Faculty Initiated Group Hire), with opportunities for pre-proposals, evaluations of pre-proposals, and market research on which programs would be most beneficial to have in Silicon Valley area. The EVC will be creating a call for proposals with more details regarding this process soon.

The Chancellor then noted UCSC's recent rankings. Times Higher Education Rankings put UCSC as the #1 college in the world for research influence (tied with MIT) based on the number of citations per paper by UCSC faculty. The Shanghai Rankings for Faculty Excellence placed UCSC #93 in the world for universities. The US News Worldwide University Ranking placed UCSC at #63 in the world, ahead of UC Irvine, University of Arizona, and Purdue. Bestcolleges.com ranked UCSC as the #1 college for Hispanic students, based on our retention rates, graduation rates, and our ethnic resource centers. Collegfactual.com ranked UCSC #7 in the country for studying film. Finally, the League of American Bicyclists gave UCSC a silver rating as a bicycle-friendly campus, making us one of only 100 universities in the country to receive this.

The Chancellor announced that the Excellence in Teaching awards will be continuing at UCSC, and congratulated faculty on their recent achievements and appointments.

Chancellor Blumenthal remarked on the current fundraising campaign, stating that \$50 million was raised during the last year, with \$180 million raised in total so far, which is about 60% of the overall goal. He noted how internal communication within the campus has recently changed, with weekly email newsletters being replaced with Tuesday Newsday. Tuesday Newsday takes the email notifications that used to be sent separately and instead sends them out in one combined weekly message. The Chancellor noted that he and the EVC will still send out important messages via email as necessary, but that most of the campus news will disseminate

through this new method in order to cut down on the number of email messages sent to faculty and staff.

c. Campus Provost/Executive Vice Chancellor Galloway

EVC Galloway gave an update on the Envision 2020 strategic planning initiative which began last year. This initiative has been a collaborative effort led by a group of approximately 60 faculty and staff, the purpose of which is to identify strategic campus goals for the next few years. Out of the 16 goals that were identified, six were chosen as the most feasible areas of focus for the coming year. We are now working on action plans and timelines to implement those goals. Accountability meetings regarding these goals will begin next fall. These six goals are:

1. To establish an academic planning process that will allow for strategic allocation of resources.
2. To establish a research infrastructure that will support our new mission.
3. To advance student success with measurable goals at both the undergraduate and graduate levels.
4. To create a climate for our employees that reflects the campus excellence and the quality of our staff.
5. To balance efficiency, effectiveness, institutional risk, and cost.
6. To better promote our identity and reputation both nationally and internationally.

For the first goal, UCSC is developing a 3-year planning cycle that would go from the conception of a hire through to the hiring process. This process would have accountability measures built in to ensure all steps are properly implemented and would also facilitate communication and collaboration by making sure that each hire is beneficial and has a broad impact across campus. The reallocation process also has to be addressed, not just by replacing faculty and staff as they leave, but by deciding how to best use those positions to benefit the campus and our academic mission. There is a campus group currently working on a multi-year plan which will consider both faculty-driven initiatives and administratively-driven decisions in this regard. The Senate and deans will be regularly consulted by this group as different parts of the plan are created.

EVC Galloway then discussed some of UCSC's current investments. Over the last two years, 36 new faculty positions and 28 replacement faculty have been hired. We have created 75 new TA-ships, with plans to create over 300 over the next 5–7 years. There is a new master's Incentive Program which encourages master's growth by returning money back to those programs. There are new fellowships for doctoral students, and new assistance for faculty trying to recruit non-resident doctoral students. There are new supplemental instruction funds for undergraduates which will help mitigate the problems associated with class sizes and class availability. We have also funded extended library hours, and are currently researching whether it will be necessary to further extend them. Work is beginning on the new coastal biology building located by Long Marine Lab. The marine mammal pools at Long Marine Lab are also being upgraded. The \$40 million telecommunications upgrade project is in progress and will take place over a multi-year timeline. Buildings with major infrastructural needs on campus are also being assessed, such as the Co-Generation plant, which is currently undergoing a \$13 million upgrade.

The EVC then commented on graduate student growth, noting its importance to UCSC as a research university. Over the past decade, almost all faculty have had access to graduate programs, including 35 doctoral programs. Resources for these programs come from rebenching and are predicated on increasing enrollment and graduation of doctoral students. This year, we had a record number of graduate applicants for Fall with over 4,200. This is up by approximately 660 from the previous two years. There are currently over 1,600 graduate students on campus, with increases in both doctoral and master's programs. Graduate degrees have reached a historic peak, and diversity of the graduate class has increased, with approximately 19% coming from underrepresented minorities. Overall, graduate students now make up 12% of UCSC's enrollments, and the desired scale of graduate growth is currently being discussed. A joint Senate-administration task force is being created to find feasible goals in this regard, and will work to help plan out how to best achieve these goals

EVC Galloway also remarked on undergraduate education, noting that this Fall we saw a record number of undergraduate applicants with 4,000 applying to UCSC. These enrollments are approximately 10-11% above what we had targeted. Because we are becoming increasingly selective, there will also be changes in our yield, such as an increase among high achieving students. The out-of-state yield is also higher than predicted, with 37 states now represented on the campus. The international yield was almost twice what was expected, with 33 countries represented in the frosh class. Overall, 41% of students are first generation, 36% are underrepresented minorities, and we've had a 56% increase in Dream Act students. With some additional funding from UCOP, UCSC's Undergraduate Student Success Team, led by Professor Jaye Padgett, is actively working to help increase the retention and graduation rates of these students.

EVC Galloway remarked on UCSC's budget, stating that due to the current complexities in campus budgetary issues, UCSC will be reinstating budget forums on campus, the first of which will be held via webinar on November 14th. These forums will be used to educate the campus on the status of our budget and how it relates to the UC and state budgets. The EVC then commented that, without an increase in funding, we will be unable to retain even our current quality and we will have to reinstitute budget reductions. President Napolitano's proposed tuition plan would help to ease these reductions. The plan establishes a clear partnership between the state, student tuition, and internal cost reductions in meeting UC funding needs. It allows flexibility to restore support for research and education, and it also returns the aid component for low income students, which allows for access but also retains the quality of their education.

The floor was opened for questions.

Chancellor Blumenthal responded to a question about the Times Higher Education Survey which ranked UCSC very low in teaching, that he did not know the specifics of why UCSC was ranked so low. He remarked that in looking at other education rankings such as the U.S. News National Rankings, that the issue is the data, where the data comes from, and how it is reported. He commented that it is unclear what type of data reporting the Times uses for their survey, but that in the U.S. News National Rankings, the data comes directly from the campuses.

EVC Galloway then remarked that many of the rankings look at graduation and retention rates within a specific period of time, and because UCSC tends to take first generation and low income students, the time period from acceptance to graduation is often longer here, which places UCSC lower in the rankings.

Professor Ted Warburton asked about the Silicon Valley Initiative stating that last year, CEP received the curricular plan for the Silicon Valley initiative. This plan was missing details on how to determine and incentivize the best curricular plan for the students' interests, which are not always the same as the interests of industry. He then asked for clarification on what the right way to proceed would be in this regard.

Chancellor Blumenthal stated that the Silicon Valley initiative should be structured in a way that would best serve the students and potential students, and that this initiative is a work in progress that will undergo full Senate review.

Professor Jim Whitehead expressed concern about functional services (housing, medical, student services, etc.) in the Silicon Valley initiative, and asked how those services are being developed.

Chancellor Blumenthal stated that the project has been slowed down in order to study and determine student needs, and specific information about these services will not be available until all of the data has been collected and we can fully understand what will be necessary and what the costs will be. EVC Galloway commented that the Administrative Leadership Team has already started mapping out the kinds of services that will be needed to sustain our academic mission and our research mission.

CIE Chair Ben Crow asked if the range of topics dealt with in Silicon Valley in research and teaching would cover more areas of study for the University, and not just focus on computer engineering and science. He asked if subjects such as science and justice, urban sociology, etc., would be included.

Chancellor Blumenthal responded that there are a broad range of topics that are being focused on in Silicon Valley project, which may even connect to some of the existing FIGH's that are currently under consideration.

Professor David Draper commented that UCSC has been trying to do something in Silicon Valley for a very long time, and that some of the earlier efforts had failed due to lack of consistent local leadership over the project. He then asked if we currently have a leader or group of leaders in place for this initiative.

The Chancellor agreed that leadership has been an issue for Silicon Valley in the past, and stated that we don't currently have someone directing the project. He noted that a lot of what UCSC is currently doing in Silicon Valley falls under the purview of the Vice Chancellor of Research and the Dean of Graduate Education. This may change moving forward. He remarked that a key issue in the past has been the disconnect between the academic mission of the university, and the structural and infrastructural issues. Therefore, the key to this project's success would be to get the academics right first, and then to focus on the structure necessary for those academics.

Professor Kimberly Jannarone asked about the graduate growth plans, stating that in the Arts division many have the MFA as the terminal professional degree in their field, and the pressure for these degrees to be specifically doctoral is UC wide. She then asked for Senate leadership's view on the MFA in terms of UCSC's local graduate growth plans.

EVC Galloway commented that UCSC considers MFA's to be equal to Ph.D.'s as far as the graduate growth plans are concerned.

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

4. Special Orders: Annual Reports

CONSENT CALENDAR:

- a. **Committee on Academic Freedom (AS/SCP/1757)**
- b. **Committee on Admissions and Financial Aid (AS/SCP/1758)**
- c. **Committee on Affirmative Action and Diversity (AS/SCP/1759)**
- d. **Committee on Computing and Telecommunications (AS/SCP/1760)**
- e. **Committee on Educational Policy (AS/SCP/1761)**

CEP member Faye Crosby asked about the honors program and whether honors and challenge programs can be reviewed by one committee, such as CEP, or if they need to be brought to floor of the Senate. She then asked who makes these decisions and how they are made.

Chair Brenneis responded that the Undergraduate Student Success Team is dealing with a range of issues, including this, and they will likely be bringing it to the Senate.

COR Chair Judith Habicht-Mauche commented that these programs likely fall under the same processes as other program reviews, and that they would be reviewed in the same way as non-honors programs and wouldn't require any special process for approval. She then noted that programs that come out of the college are reviewed by the VPDUE, and programs that go out through departments go through the divisions.

Vice Chair Einarsdóttir commented that the subcommittees of CEP and CAFA met together and decided the honors programs fall under the purview of the Undergraduate Student Success Team.

Professor Crosby then commented that deans do not have the authority to decide academic programs, and that it is the plenary authority of the Senate to make decisions on admissions, curriculum, and graduation. She noted that the Senate approves the programs and the administration figures out how to pay for them, reiterating that currently, the process of Senate approval is confusing in that it is unknown whether or not these programs are reviewed by a single Senate committee, or if they are brought to the Senate floor.

Chair Brenneis commented that Jaye Padgett has been working with CEP to clarify this process, and that we will likely be hearing more about this from CEP soon.

- f. **Committee on Emeriti Relations (AS/SCP/1762)**
- g. **Committee on Faculty Welfare (AS/SCP/1763)**
- h. **Committee on International Education (AS/SCP/1764)**
- i. **Committee on Library and Scholarly Communications (AS/SCP/1774)**
- j. **Committee on Planning and Budget (AS/SCP/1765)**
- k. **Committee on Preparatory Education (AS/SCP/1766)**
- l. **Committee on Privilege and Tenure (AS/SCP/1767)**
- m. **Committee on Research (AS/SCP/1768)**
- n. **Committee on Rules, Jurisdiction, and Elections (AS/SCP/1769)**
- o. **Committee on Teaching (AS/SCP/1771)**
- p. **Graduate Council (AS/SCP/1770)**

5. Reports of Special Committees (none)

6. Reports of Standing Committees

a. **Senate Executive Committee (AS/SCP/1772)**

i. **Guiding Principles for Graduate Growth**

Vice Chair Ólöf Einarsdóttir introduced the report by stating that increasing the proportion of graduate students at UCSC is an important goal of the campus. Having higher numbers of graduate students gives UCSC an opportunity to increase our reputation in the areas of research and research driven education. Rebenching funds for UCSC have increased in order to help with this effort. However, this increase comes with a mandate that we increase our Ph.D. enrollment, including terminal MFA degrees, to 12%. We must leverage this money toward increasing graduate growth in order to meet this mandate. Based on discussions with current and past SEC members, and members of the Joint Senate-Administrative Task Force on Administrative Structures, SEC developed these guiding principles for graduate growth to help guide these efforts.

The first principle is that our pursuit of graduate growth must align with our academic mission.

The second principle is to make sure our efforts toward graduate growth do not detract from the core aspects of our undergraduate education, but rather create additional prospects for undergraduates and enhance their learning environment.

The third principle is that resources for graduate growth must be used to foster excellence. Graduate growth should expand in a strategic fashion. The six principles, rather than the 12% enrollment goal, should be the driving force in planning. Focus should be on things like expanding existing programs with established reputations that can be furthered by increasing graduate enrollments,

creating new graduate programs across disciplines and departments that have the potential to be successful, hiring top-tier research faculty and supporting research infrastructure. We must also make sure that our existing graduate programs have the resources necessary to support our graduate students at the level commensurate with the standards of the field with an effective and broad curriculum, and opportunities for professional development.

The fourth principle is that because some of the most promising opportunities for graduate growth lie between disciplines, and the fiscal resources live with the center, planning for graduate growth should be organized at the center. This planning process should be done in full consultation with the Academic Senate, and should be guided by a collaborative vision, the pursuit of interdisciplinary opportunities, and the development of a coherent, achievable path toward graduate growth.

The fifth principle is that attention should be given to transparent and accessible incentives that will encourage faculty to participate in our efforts towards graduate growth. This should include increasing the ability of programs to make multi-year offers to graduate students. The Graduate Dean has already developed some incentives, including Graduate Dean fellowships, non-resident tuition fellowships, and the Master Incentive Program. Faculty must also be supported and encouraged to increase their efforts to secure external funding. Incentives to help this effort, such as course relief for faculty who are writing graduate student training grants, should be considered.

The sixth principle is that our graduate programs must prepare our graduate students for a variety of career trajectories. Faculty will need to develop elements within the graduate programs to help make this happen.

Moving forward, the Joint Senate-Administrative Task Force on Graduate Growth will use these principles and faculty feedback to develop an academic plan that will outline the most effective use of the rebenching funds, along with existing resources, to help us reach the 12% target.

The floor was opened for comments.

CIE Chair Ben Crow commented that, in alignment with our academic mission of excellence, there should be an emphasis on international graduate enrollment, since having a large population of international students helps to increase our mission of research excellence.

Professor David Helmbold remarked that departments are aligned with the major disciplines that potential graduate students often search for when considering schools to apply to, noting that full-service departments have undergraduate programs to create TA-ships, and graduate programs to fill these TA-ships. It is

confusing that this report says that graduate growth would come from programs and not departments, and asked for clarification as to what this means.

Vice Chair Einarsdóttir noted that both programs and departments will be important when it comes to graduate growth, and that programs were only mentioned in the report in order to try and encourage departments to work across disciplines.

SUA representative Max Hufft asked about the second guiding principle—that graduate growth enhance undergraduate education and experience—and stated that in the report it was mentioned that graduate growth would also enhance undergraduate research. He asked for clarification on this point, explaining that he felt that graduate growth would instead take away from undergraduate research opportunities.

Vice Chair Einarsdóttir explained that if the graduate student population increases, the number of faculty members with new research areas would also increase, and this would allow undergraduates to have more opportunities for research.

COLASC member Jennifer Horne stated that COLASC strongly recommends the principles more directly address library funding. They also recommend renewed investment in the libraries in support of the graduate growth goals, and expanding the library budget to support graduate programs.

GSA co-president Nadia Roche explained that the GSA has a number of recommendations in regards to graduate growth, the first being that UCSC look to and emulate UC Irvine by adopting the requirement that departments must guarantee funding to all accepted Ph.D. students for the entire duration of their normative degree completion. The second recommendation is that the university address the need for system-wide remuneration, particularly as it relates to graduate students. The current stipend gap for graduate students at UCSC is \$1400, which equates to \$31 million UC wide. When adjusted for California living expenses, this gap amounts to approximately \$3,700 per student, and many graduate students face a huge financial burden because of this gap. Third, the GSA recommends addressing the conflict of graduate growth when retention is not prioritized. Data that accurately details departmental and divisional attrition rates, especially among students of color, non-traditional, first-generation, and international students, would greatly help in this regard. Departments should also track the reasons for graduate students permanently leaving their programs, as such information could be used to identify structural issues that graduate students face within departments. Fourth, it was stated that in order to expand the graduate student population, UCSC must also expand the diversity of its graduate students by actively recruiting from underrepresented and international populations. Fifth, the GSA asked that UCSC provide continuing support for graduate students both financially and socially, which would help UCSC live up to its social justice

legacy. Finally, it was noted that the structural issues facing graduate students—including the high cost of living and the lack of affordable housing—be addressed. Currently on campus, the cost of graduate housing is unaffordable on a TA salary, and housing on campus should recognize not only the income of graduate students, but also their importance if we are to succeed in growing our graduate student population.

CAAD chair Ingrid Parker commented that campus discussions on graduate growth have mostly centered around programs that would generate funding for the university, and CAAD is concerned that issues of equity, access, and inclusion will be lost from these discussions. Chair Parker then urged that we not lose sight of our mandate as a public university of the state of California, that we guarantee access to higher education and promote social mobility.

Psychology professor Steve Whittaker asked about the focus on programs as opposed to departments, asking if that meant that there would be no department-level growth and that everything would have to be program focused.

Vice Chair Einarsdóttir responded that this was not the case, while departments can increase without interdisciplinary efforts, SEC wanted to showcase programs in the report in order to encourage more collaboration across disciplines. Most programs sit within departments, so the FTE for any given program would be in a bylaw 55 unit.

Dean of Graduate Studies Tyrus Miller commented on graduate growth and undergraduate experience, stating that one aspect of graduate growth is increasing instructional support. Different departments and disciplines have different needs when it comes to teaching-based support for graduate programs, and we encourage growth by promoting academic excellence across the disciplines. He also noted that while it is necessary to try to develop new resources, industry partnerships and research relations, we also need to invest in graduate support, and one of the ways to do this is by this investment in TA-ships and GSI-ships which also contribute to undergraduate teaching. Another piece of that program is investing in teaching fellow funding, and the rising number of underrepresented students in our graduate population is directly related to these investments that the campus has made.

Associate Dean of Graduate Studies Sue Carter commented that the issues of both Silicon Valley and graduate growth are connected, noting that when the Silicon Valley initiative was initially discussed at this meeting, it was mainly for graduate growth and graduate programs. She stated that UCSC having a space in Silicon Valley serves a need for graduate student populations that reside in that area because it allows them access to leading researchers and leading research facilities that we don't have here. She noted that we would also have an opportunity to increase our international graduate student population if we had a Silicon Valley campus because the population in that area is diverse with many

international graduate students, and more opportunities for funding for graduate programs and professional development on that side of the hill. She then noted that UCSC is getting close to the limit for the number of students allowed on the main campus, and placing some students in Silicon Valley could help ease this constraint.

Dean of Physical and Biological Sciences Paul Koch noted trying to grow undergraduate research has been difficult as there are not enough faculty to support this growth. Graduate students are necessary for this as they mentor undergraduate research projects. How could these students continue to mentor undergrads on this campus if the graduate students were located in Silicon Valley? He then commented on the balance between Ph.D. and master's degrees, noting that there is limited mentoring capacity that any faculty member has, and if we grow our master's programs at the expense of the Ph.D. students, it will be difficult to reach the 12% goal.

b. Committee on Teaching

i. Reinvesting in Teaching (AS/SCP/1773)

COT chair Judith Scott began the report, stating that there needs to be clear and substantial reinvestment in teaching resources on our campus. UCSC's reputation for its strong commitment to high-quality undergraduate education has long been beyond reproach, but this reputation will be in peril unless we can put more resources toward teaching support. The most important factor in student success is instructors, but with budget cuts, resources for these faculty have been drastically reduced.

UCSC used to have a Center for Teaching Excellence, with a full-time director who provided both in-class and in-person instructional support. This was especially useful for struggling instructors because it gave TA's and faculty a place to go for instructional help that was outside the power structure of their departments. The center closed shortly after the director left in 2009. UCSC also used to have instructional improvement grants, which faculty could use for course buyouts so they could have the time and space to rethink and retool their teaching. These grants were cut in 2012.

As of now, UCSC is the only UC campus that does not have a center dedicated to the improvement and support of teaching. There are some things being done on campus to help rectify this, with various departments and divisions finding ways to support some aspects of teaching—FITC has been providing some support with integrating technology into instruction, and there are a few grants and trainings that focus on things like disciplinary communication or issues of compliance—but there is no center, there are no grants, and there is no campus-wide pedagogical support to help faculty and TA's to become better teachers. COT is particularly concerned with the increase of TA-ships and the lack of support for TA training,

given the current emphasis on both undergraduate and graduate growth, because quality undergraduate education depends on quality undergraduate teaching.

COT has been working to help support teachers on campus until more funding becomes available. A virtual center for instructional support has been created, which will help spread teaching resources and information across the campus community. Feedback as to the types of teaching support and resources that faculty would find useful, without being costly, is encouraged to help guide this initiative.

The floor was opened for comment.

Dean of Graduate Studies Tyrus Miller commented that since the physical teaching center closed, there have been some benefits such as more narrowly focused and specific TA trainings, but he also noted that it is necessary to have more central TA orientations and TA trainings, and ongoing teaching development for graduate students. A pedagogical certificate program would be useful in this regard, as this would help to prepare the graduate students for a variety of career trajectories within teaching.

Former COT member Kirsten Silva-Gruesz commented that while it is clear that the university values undergraduate education, the fact that UCSC is the only UC campus without a teaching center does not support this dedication. She then noted that it will be important to reinvest in teaching support if we are to continue to pride ourselves as a university that supports undergraduate education.

Writing professor Elizabeth Abrams commented that there are all kinds of innovative teaching practices on our campus that are not visible because we don't have a teaching center, and the website seems like a great opportunity to help publicize some of these practices.

Applied math and statistics professor David Draper asked how UCSC would go about bringing back a center for teaching excellence, suggesting that UCSC discuss how much it would cost, whether we could find the money for such an initiative, etc. He then asked what the process for getting this started would be—if any individual faculty member could request that something like this be considered, or if it would have to be taken through a committee. On-campus trainings for teachers would not have to be costly if teachers volunteered their time to teach these types of trainings.

EVC Galloway responded that the reason that the original teaching center was cut was due to many different factors, but mainly due to costs, and UCSC needs to re-look at what services it currently provides as far as teaching support is concerned. She has already been working with senate leadership to start this process, and stated that if something like this were funded, it would mean that something else

would not be funded, and a broader analysis would be necessary before a decision about this type of initiative could be made.

Molecular biology professor Barry Bowman commented that the teaching of writing is one area that could use improvement, stating that over the years writing at UCSC has deteriorated, especially in departments with high enrollment rates because there aren't enough faculty available to teach writing. Writing is often taught by TA's, many of whom are underqualified to be doing so, and teaching writing is an area of focus that should be more of a priority for the campus.

Psychology professor and council of provosts member Faye Crosby commented that increasingly, students are having a harder time being well-prepared in writing in high school, and they come to UC campuses needing work in that area. A lot of the work in that area is being done by UCSC's colleges to bring student writing up to college levels. She noted that while the success from these efforts is high, more support for the writing program should be prioritized.

Mathematics professor Debra Lewis commented that support for teaching is crucial to UCSC and thanked COT for their report.

Literature professor Loisa Nygaard suggested that UCSC make a newsletter that could contain articles on teaching and classroom practices, and be written by winners of the Excellence in Teaching Awards. She stated that this would be an inexpensive way to extend more support for teachers and TA's on campus.

CEP member and writing professor Heather Shearer commented that while it has been challenging to work with students who have not been fully prepared for college, these students can be successful with time and proper support. She then asked whether UCSC would be able to better support these students, suggesting that the first-year writing program be further examined. She also suggested that faculty and staff receive increased support for teaching reading and writing on campus, as it is the responsibility of the entire campus and not just the writing department to help UCSC's students. She encouraged consultations with the writing department to assist in this regard.

Oakes College student representative Jessica Loya commented that student writing assistants are not given adequate time to help students with their writing, as they are limited to 30-minute sessions with each student. She noted that many of these students come from programs with lower-level reading and writing requirements, and commended the writing program for having courses to assist student teachers with their teaching of writing. She then commented that these types of courses should be offered across all departments.

Computer science and computational media professor Marilyn Walker commented that greater emphasis on the four-plus-one programs where students

who graduate stay an extra year and earn their master's degrees could be beneficial for undergraduate education, as it gives undergraduate students opportunities to stay and do research, and for graduate programs because with more graduate students we can offer more master's courses, which Ph.D. students would then be able to take advantage of.

Ocean sciences professor Phoebe Lam commented that as a new teacher, it was difficult to find teaching resources at UCSC, and it would be beneficial to have more teaching resources on campus.

COR Chair Judith Habicht-Mauche reiterated the importance of a teaching center. When she was formerly Chair of COT, she had a directive from the then Senate Chair and Vice Chair to try to preserve teaching support to the greatest extent possible. She encouraged Chancellor Blumenthal and EVC Galloway to continue to try to bring more teaching support to UCSC.

COT chair Scott responded that last year, a proposal was made for a center for transformative learning, and commented that this proposal may possibly be brought back again given the need for more teaching support on campus.

7. Report of the Student Union Assembly Chair

SUA Chair Justin Lardinois commented on the upcoming 50th anniversary of the university celebratory events, stating that the SUA would like to be a part of these events since next year will also be the 30th anniversary of the SUA.

He then gave updates on the Student Union Assembly, stating that there are a number of Senate committees that have undergraduate representatives, or have seats for undergraduate representatives, and that while these seats have not all been filled in the past, the student Committee on Committees has currently been doing a better job of filling these seats and anticipates many of them will be filled this year.

He then gave updates on the upcoming Student Color Conference at UC Merced, which will focus on educating students about issues that students of color face both in school and in society, and what can be done to help alleviate the issues around institutional racism that these students face. The SUA Commissioner on Diversity, along with over 100 of UCSC's undergraduate students, will be attending this conference.

He also gave updates on the campaigns that the SUA's External Affairs Office has been working on this year, one of the most successful being a voter registration effort for the recent midterm elections. The SUA is also proposing a program to help combat sexual assault on college campuses. This program is called UConsent, and would promote a culture of consent at universities.

He then commented on President Napolitano's proposed tuition increases for UC, stating that the SUA's Organizing Director has been meeting with students to discuss how to ensure student interests are represented in the discussions around the budget, and how students can be a part of the process through which these decisions are made.

8. Report of the Graduate Student Association President

GSA co-president Nadia Roche noted that the GSA is primarily concerned with graduate growth and referred the Senate to her earlier comments during the discussion on the SEC graduate growth principles.

9. Petitions of Students (none)

10. Unfinished Business (none)

11. University and Faculty Welfare

12. New Business

The Meeting was adjourned at 4:35 p.m.

ATTEST:
Junko Ito
Secretary

January 26, 2015