

Meeting Call for Regular Meeting of the Santa Cruz Division
Friday, May 29, 2015 at 2:30 p.m.
Stevenson Event Center
ORDER OF BUSINESS

1. Approval of Draft Minutes
 - a. Draft Minutes of April 22, 2015 (AS/SCM/311)
2. Announcements
 - a. Chair Brenneis
 - b. Chancellor Blumenthal
 - 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 Faculty Research Lecture (AS/SCP/1796) p. 1
5. Reports of Special Committees (none)
6. Reports of Standing Committees
 - a. Committee on Committees
 - i. Committee Nominations for 2015-16 (AS/SCP/1787) p. 3
 - b. Committee on Computing and Telecommunications
 - i. Amendment to Bylaw 13.15 (AS/SCP/1788) p. 9
 - c. Committee on Faculty Welfare
 - i. Report on Faculty Housing and the Campus Resale Pricing Program (AS/SCP/1789) p. 11
 - ii. Updates on Child Care, Faculty Salaries, Healthcare, and Retirement (AS/SCP/1790) p. 14
 - d. Committee on International Education
 - i. Making International Collaboration Agreements Swift, Flexible and Open (AS/SCP/1791) p. 18
 - ii. Principles, Processes, and Questions for Global Engagement: Lessons from CIE's 2013-14 Faculty Survey and Department Visits (AS/SCP/1792) p. 23
 - e. Committee on Teaching
 - i. Report on the Center for the Advancement of Teaching (AS/SCP/1793) p. 29
 - f. Graduate Council
 - i. Amendment to Bylaw 13.21 (AS/SCP/1794) p. 32
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
 - a. A Resolution Calling on the UC Academic Council to Request that all Divisional Senates (a) Discuss and (b) Vote to Support a Memorial to the Regents to Divest the UC's General Endowment Pool of Fossil Fuel Holdings (AS/SCP/1795) p. 36

SUBMISSION OF PROPOSED CORRECTIONS TO THE MINUTES
April 22, 2015 Senate Meeting

The draft minutes from the April 22, 2015 Senate meeting were distributed via email on May 14, 2015 and will be presented for approval at the Senate Meeting on May 29, 2015. After being approved, these minutes will be posted on the Senate web site (<http://senate.ucsc.edu/senate-meetings/agendas-minutes/index.html>).

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

This approach gives Senators an opportunity to read and review changes before being asked to vote on them, provides the Senate staff and the Secretary with time to resolve any questions or inconsistencies that may arise, and minimizes time spent on routine matters during meetings. While proposed changes may be checked for consistency, they will not be altered without the proposer's approval. This approach complements, but does not limit in any way, the right of every Senator to propose further changes from the floor of the meeting.

To assist the Senate staff, proposed changes should specify:

1. The location of the proposed change (e.g., item, page, paragraph, sentence);
2. The exact wording of existing text to be modified or deleted;
3. The exact wording of replacement or additional text to be inserted;
4. The reason for the change if not obvious (optional).

Please submit all proposed changes to arrive in the Senate Office **no later than 12:00 noon, Thursday, May 28, 2015**. 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

May 14, 2015

May 21, 2015

Academic Senate
Santa Cruz Division

Dear Colleagues,

The final meeting of the Academic Senate this year is Friday, May 29th, from 2:30-5:00 p.m. at the Stevenson Event Center. A reception follows the meeting. View the agenda here - <http://senate.ucsc.edu/senate-meetings/agendas-minutes/2014-2015/2015-may-29-meeting/index.html>.

The Committee on Teaching (COT) has developed a proposal to establish a Center for the Advancement of Teaching. This conversation started with COT's fall quarter reporting on the inadequacy of teaching support at UCSC. After careful study and consultation, COT forwarded to EVC Galloway a proposal for a Center that is responsive to instructor needs. The EVC's decision to fund it is pending so this is a pivotal point for the initiative and it is critically important that you come to the meeting, hear COT's current report and voice your views on the importance of teaching support.

Committee on Faculty Welfare's report focusing on salary and benefits is very timely given the Governor's revised budget which calls for a new tier of benefits that could have profound effects for UC's future employee's relations to the UC Retirement System. Given our faculty demographics, UCSC is likely to hire over 100 new faculty in the next five years. The benefits we offer these new hires are an important attraction, and play a key role in retaining faculty.

Committee on International Education's reports give an update on emerging policies for international engagement. Under "New Business" please have a look at a resolution calling for UC's divestment in fossil fuels which your colleagues will move for a vote.

This spring quarter meeting also provides an opportunity to celebrate. This agenda offers the Faculty Research Lecture nomination and the slate of faculty who will serve on Senate committees next year. The celebration can continue at the reception that follows immediately after adjournment.

I look forward to seeing you on Friday, May 29th.

Sincerely,



Don Brenneis, Chair
Academic Senate
Santa Cruz Division

COMMITTEE ON FACULTY RESEARCH LECTURE
Annual Report 2014-2015

To: Academic Senate, Santa Cruz Division

The Committee on the Faculty Research Lecture enthusiastically nominates Susan Strome, Distinguished Professor of Molecular, Cell, and Developmental Biology (MCD Biology), as the Faculty Research Lecturer for the 2015-2016 academic year.

Professor Strome studies germ cells, which are the progenitors of sperm and eggs and of future generations of organisms. Germ cells have unique properties. Firstly, they are responsible for the transmission of genetic information to future generations. Secondly, they are capable of self-renewal generation after generation and thus are essentially immortal. Thirdly, after a sperm and egg unite to form an embryo, they are capable of generating all of the diverse cell types of the body. These last two properties make germ cells the most basic type of stem cell. A fundamental challenge in developmental biology has been the identification of mechanisms and genes that instruct a cell in the developing embryo to become a germ cell, as opposed to becoming a cell that contributes to the body (soma) of the organism. Throughout her long and productive career, Professor Strome has studied how germ cells arise in the embryo and how they maintain their ability to self-renew. Using nematodes as a model organism, she has identified genes that determine whether a cell becomes a germ cell or a body (somatic) cell. She also has identified genes that enable germ cells to renew themselves. In addition to making important contributions to the field of Developmental Biology, Professor Strome also has enhanced our understanding of Epigenetics. Epigenetic changes are caused by modification of gene packaging and expression rather than changes in the DNA sequence of genes themselves. Epigenetic marks on DNA include molecular tags that occur on DNA-binding proteins called histones. These tags affect whether particular genes are expressed or instead stay silent. In a set of elegant studies, Professor Strome showed how the daughter cells in nematode embryos “remember” the histone tags of their parents. Ultimately these findings may provide clues to how epigenetic information is transmitted from parent to child in humans.

Professor Strome has been very influential in the fields of Developmental and Cell Biology and Epigenetics. She has published 75 peer-reviewed research articles and 16 invited review articles. She has delivered over 120 invited seminars in the United States, Canada, Europe, and Japan. She has been an invited speaker at 60 conferences, including 16 conferences in the United States and abroad. She has co-organized 6 conferences, including 3 international meetings. She has held professional office in the American Society for Cell Biology and in the Society for Developmental Biology. She has served on the editorial and advisory boards of scientific journals and other publications. She has served on several grant review panels. In 2010 she was elected to the American Academy of Arts and Sciences.

Throughout her career Professor Strome also has been recognized as an excellent teacher. While a faculty member at the University of Indiana, she was honored with 3 teaching awards, and in 2013 she was bestowed an Excellence in Teaching Award here at UCSC. In addition to teaching undergraduates in a classroom setting, Professor Strome has mentored graduate students, undergraduates, and postdoctoral fellows in her research laboratory. In her capacity as Director of

the NIH Training Grant in MCD Biology, she has been proactive in introducing innovations to the department's graduate program.

Since her arrival at UCSC in 2007, Professor Strome has served her department and the University with creativity, energy, and zest. From 2007 to 2012 she served as Associate Director of the UCSC Institute for the Biology of Stem Cells. She is Chair of the MCD Biology Graduate Advisory Committee and, in 2013, was chair of the Committee on Admissions and Financial Aid (CAFA) Subcommittee to Develop a UCSC Honors Program. She has been a frequent guest speaker in various STEM programs and campus student organizations. She has recruited graduate students at the Society for the Advancement of Hispanics/Chicanos and Native Americans in Science (SACNAS) and Annual Biomedical Research Conference for Minority Students (ABRCMS) Conferences. She is on the Advisory Committee for the MCD Biology, Chemistry, Biomolecular Engineering, and Microbiology and Environmental Toxicology Postdoc Association, and for the Science and Justice Research Center.

In conclusion, Professor Strome is a remarkably productive and renowned researcher and teacher. She is highly deserving of the honor of presenting her innovative research to the University and the larger community as the 50th annual Faculty Lecturer.

Respectfully submitted;
COMMITTEE ON FACULTY RESEARCH LECTURE
Anjali Arondekar
Steve Vogt
Patricia Zavella
Martha Zúñiga
JJ Garcia-Luna-Aceves, Chair

May 14, 2015

COMMITTEE ON COMMITTEES
Nominations for 2015-16 Committee Membership

To: The Academic Senate, Santa Cruz Division

OFFICERS

Don	Brenneis	Chair	Anthropology
Ólöf	Einarsdóttir	Vice Chair	Chemistry & Biochemistry
Heather	Shearer	Secretary	Writing
TBA		Parliamentarian	

ASSEMBLY REPRESENTATIVES

Ólöf	Einarsdóttir	Vice Chair	Chemistry & Biochemistry
Dorian	Bell	Assembly Rep.	Literature

EXECUTIVE COMMITTEE (SEC)

Don	Brenneis	Chair	Anthropology
Ólöf	Einarsdóttir	Vice Chair	Chemistry & Biochemistry
Heather	Shearer	Secretary	Writing
Dorian	Bell	Assembly Rep.	Literature
Patty	Gallagher	(COC)	Theater Arts
James	Zachos	(CFW)	Earth & Planetary Sciences
Minghui	Hu	(CAFA)	History
John	Tamkun	(CEP)	MCD Biology
Miriam	Greenberg	(CAAD)	Sociology
Jorge	Hankamer	(P&T)	Linguistics
Steve	Whittaker	(COR)	Psychology
Carolyn	Dean	(CAP)	History of Art & Visual Culture
Ken	Kletzer	(GC)	Economics
Abel	Rodriguez	(CPB)	Applied Math & Statistics

ACADEMIC ASSESSMENT GRIEVANCE (AAGC)

Karen	Holl	Chair	Environmental Studies
Anatole	Leikin		Music
Martha	Zuniga		MCD Biology

ACADEMIC FREEDOM (CAF)

Thorne	Lay	Chair/UCAF Rep.	Earth & Planetary Sciences
Gopal	Balakrishnan		History of Consciousness
Hongyun	Wang		Applied Math & Statistics
Karlton	Hester		Music
Deborah	Gould		Sociology

ACADEMIC PERSONNEL (CAP)

Carolyn	Dean	Chair/UCAP Rep.	History of Art & Visual Culture
Hiroshi	Fukurai		Sociology
Todd	Lowe		Biomolecular Engineering
Gail	Hershatter (<i>W&S</i>)		History
Shaowei	Chen		Chemistry & Biochemistry
Armin	Mester		Linguistics
Andrew	Fisher		Earth & Planetary Sciences
Amy	Beal		Music
Nameera	Akhtar		Psychology

ADMISSIONS & FINANCIAL AID (CAFA)

Minghui	Hu	Chair/BOARS Rep.	History
Mark	Carr (<i>F</i>)		Ecology & Evolutionary Biology
Megan	Moodie (<i>W&S</i>)		Anthropology
Jean E.	Fox Tree		Psychology
David	Helmbold (<i>F&W</i>)		Computer Science
TBA			
TBA			
Deanna	Shemek		Literature
David	Smith		Physics

AFFIRMATIVE ACTION & DIVERSITY (CAAD)

Miriam	Greenberg	Chair/UCAAD Rep.	Sociology
Renya	Ramirez		Anthropology
Dejan	Milutinovic		Computer Engineering
Suzanne	Alonzo		Ecology & Evolutionary Biology
David	Dunn		Music
Ronaldo	Wilson		Literature

CAREER ADVISING (CCA)

Susan	Schwartz	Chair	Earth & Planetary Sciences
Maria	Evangelatou		History of Art & Visual Culture
David	Anthony		History
Rebecca	Dubois		Biomolecular Engineering
Barbara	Rogoff		Psychology

COMMITTEE ON COMMITTEES (COC) (By Election for Information Only)

Patty	Gallagher	Chair/UCOC Rep.	Theater Arts
Micah	Perks		Literature
Vanita	Seth		Politics
Donald	Potts		Ecology & Evolutionary Biology
Sri	Kurniawan		Computer Engineering

COMPUTING AND TELECOMMUNICATIONS (CCT)

Jose TBA	Renau	Chair/UCCC Rep.	Computer Engineering
Christopher Glenn TBA	Chen Millhauser		Literature Chemistry & Biochemisrty
Travis Grant	Seymour Pogson		Psychology Ecology & Evolutionary Biology

EDUCATIONAL POLICY (CEP)

John Dee Felicity Tchad Doris Tonya Matt Faye	Tamkun Hibbert-Jones Schaeffer-Gabriel Sanger Ash Ritola Guthaus Crosby	Chair /UCEP Rep. <i>ex officio</i>	MCD Biology Film & Digital Media Feminist Studies Education Writing Computer Engineering Psychology
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EMERITI RELATIONS (CER)

Shelly James Barry Linda	Errington Zachos Bowman Burman-Hall	Chair <i>ex officio</i> , CFW	Anthropology Earth & Planetary Sciences MCD Biology Music
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FACULTY RESEARCH LECTURE (CFRL)

JJ Patricia Dan Jennifer Grace	Garcia-Luna-Aceves Zavella Friedman Parker Delgado	Chair	Computer Engineering Latin American & Latino Studies Economics Art History
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FACULTY WELFARE (CFW)

James Shelly Shelly Grant Shelly Neda Ricardo Ted Nina	Zachos Errington Grabe McGuire Grabe Atanasoski Sanfelice Holman Treadwell (W&S)	Chair/UCFW Rep. <i>ex officio</i> , Chair CER	Earth & Planetary Sciences Anthropology Psychology Linguistics Anthropology Feminist Studies Computer Engineering Chemistry & Biochemistry Music
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GRADUATE COUNCIL (GC)

Ken	Kletzer	Chair/CCGA Rep.	Economics
Anjali	Arondekar		Feminist Studies
Roberto	Manduchi		Computer Engineering
David	Brundage		History
Dean	Mathiowetz		Politics
Dard	Neuman		Music
Tyrus	Miller	<i>ex officio</i>	Graduate Dean
Ruby	Rich		Film & Digital Media
Stefano	Profumo		Physics
Don	Smith		METOX

INTERNATIONAL EDUCATION (CIE)

Yat	Li	Chair/UCIE Rep.	Chemistry & Biochemistry
Arnab	Jhala (W&S)	<i>ex officio</i>	EAP Director
Zsuzsanna	Abrams		Languages & Applied Linguistics
Jorge	Aladro-Font		Literature
Irene	Lusztig		Film & Digital Media
Michael	Hutchison		Economics

LIBRARY AND SCHOLARLY COMMUNICATION (COLASC)

		Chair/UCOLASC Rep.	
Eileen	Zurbriggen		Psychology
T J	Demos		History of Art & Visual Culture
Catherine	Jones		History
Kevin	Karplus		Biomolecular Science & Engineerin
Howard	Haber		Physics

PLANNING & BUDGET (CPB)

Abel	Rodriguez	Chair/UCPB Rep.	Applied Math & Statistics
Loisa	Nygaard		Literature
Don	Brenneis	<i>ex officio</i> , Chair	Anthropology
Bruce	Schumm		Physics
Danilyn	Rutherford		Anthropology
Rick	Prelinger		Film & Digital Media
Ólöf	Einarsdóttir	<i>ex officio</i> , Vice Chair	Chemistry & Biochemistry
Marilyn	Walker		Computer Science
Adrian	Brasoveanu		Linguistics
Cormac	Flanagan		Computer Science
Jin	Zhang		Chemistry & Biochemistry

PREPARATORY EDUCATION (CPE)

Gabriel	Elkaim	Chair/UCOPE Rep.	Computer Engineering
TBA			
Phil	Longo	NSTF	Writing

PRIVILEGE & TENURE (P&T)

Jorge	Hankamer	Chair/UCPT Rep.	Linguistics
Shigeko	Okamoto		Languages & Applied Linguistics
Norman	Locks		Art
TBA			
Maureen	Callanan		Psychology
Alex	Pang		Computer Science
Josh	Deutsch		Physics

RESEARCH (COR)

Steve	Whittaker	Chair/UCORP Rep.	Psychology
John	Musacchio		Technology & Info Management
Jarmilia	Pittermann		Ecology & Evolutionary Biology
Fernando	Leiva		LALS
Brandin	Nusbaum		Theater Arts
Raquel	Prado (<i>W&S</i>)		Applied Math & Statistics
Matthew	Clapham		Earth & Planetary Sciences
TBA			
John	Bowin		Philosophy

RULES, JURISDICTION & ELECTIONS (RJ&E)

Nancy	Chen	Chair/UCRJ Rep.	Anthropology
Jason	Nielson		Physics
Roger	Schoenman		Politics
Chris	Connery (<i>W&S</i>)		Literature
Elliot	Anderson		Art

TEACHING (COT)

Judith	Scott	Chair	Education
Viqui	González-Pagani		Languages & Applied Linguistics
Phil	Hammack		Psychology
Matthew	McCarthy		Ocean Sciences
Danny	Scheie		Theater Arts

SPECIAL COMMITTEE ON DEVELOPMENT AND FUNDRAISING

Susan	Gillman	Chair	Literature
Noah	Wardrip-Fruin		Computer Science
Susan	Strome		MCD Biology
Keith	Brant		University Relations
Ben	Carson		Music
Enrico	Ramirez-Ruiz		Astronomy & Astrophysics
Erika	Zavaleta		Environmental Studies
Don	Brenneis	<i>ex officio</i> , Chair	Anthropology

Respectfully submitted;
COMMITTEE ON COMMITTEES
Elizabeth Abrams Sri Kurniawan
Donald Potts
Vanita Seth
Patty Gallagher, Chair

May 14, 2015

**COMMITTEE ON COMPUTING AND TELECOMMUNICATIONS
Amendment to Bylaw 13.15**

To: Academic Senate, Santa Cruz Division

The Committee on Computing and Telecommunications (CCT) proposes an amendment to Bylaw 13.15. Members found that the committee’s current name and charge do not reflect the workload, or practice, and contains obsolete language. CCT assessed a need to update and clarify the committee’s responsibilities to ensure Senate oversight of information and instructional technology including online educational projects. Technology’s role in instruction and research has evolved dramatically since the committee’s charge was developed. Faculty oversight of policies governing security, privacy, and accessibility is essential. The committee recommends redefining the committee’s relationship with the VCIT by extending a standing invitation to consult at a portion of each meeting.

Existing Bylaw	Proposed Bylaw
<p>13.15 Committee on Computing and Telecommunications Charge</p> <p>13.15.1 There are eight Santa Cruz Division members. In addition, there are one graduate student representative, and one undergraduate student representative. At least two of the Division members should be familiar with computer systems, information technology or telecommunications, and at least two are chosen to represent computer users. The Vice Chancellor of Information Technology, is invited to sit with the Committee.</p> <p>13.15.2 The Committee shall advise the Chancellor of Santa Cruz and the Santa Cruz Division on the acquisition, utilization, and impact of computers, information systems, and electronic communications facilities. The Committee shall also review the acquisition, use, and security of computing and communications facilities, and recommend changes and improvements.</p>	<p>113.15 Committee on Computing and Telecommunications Information Technology Charge</p> <p>13.15.1 There are eight Santa Cruz Division members. In addition, there are one graduate student representative, and one undergraduate student representative. At least two of the Division members should be familiar with computer systems, information technology or telecommunications, and at least two are chosen to represent computer users. The Vice Chancellor of Information Technology, is invited to sit with the Committee.</p> <p>13.15.2 The Committee shall consults regularly with the Vice Chancellor of Information Technology and advises the Chancellor of Santa Cruz and the Santa Cruz Division on the acquisition, implementation, utilization, and impact of computers, instructional technology, information systems, software and electronic communications facilities, including wireless services. The Committee shall also reviews</p>

<p>13.15.3 The Chair of the Committee represents the Division on the University Committee on Information Technology and Telecommunications Policy.</p>	<p>policies concerning the acquisition, use, and security, usability, accessibility, privacy, dissemination of information, and standards to ensure that information technology enhances the quality of UCSC's programs and supports research and instruction. of computing and communications facilities, and recommend changes and improvements.</p> <p>13.15.3 — The Chair of the Committee represents the Division on the University Committee on Information Technology and Telecommunications Policy.</p>
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Respectfully submitted;

COMMITTEE ON COMPUTING AND TELECOMMUNICATIONS

Alan Christy
Hiroshi Fukurai
L.S. Kim
Jim McCloskey
Scott Oliver
Grant Pogson
Debra Lewis, Chair

VCIT Mary Doyle, sits with

May 13, 2015

COMMITTEE ON FACULTY WELFARE
Report on Faculty Housing and the Campus Resale Pricing Program

To: Academic Senate, Santa Cruz Division

In the current academic year, the Committee on Faculty Welfare (CFW) has focused on three main questions with regard to housing:

1. Are the campus funds for recruitment allowances being utilized in the most effective way?
2. Is the Resale Pricing Program functioning as was originally proposed?
3. Are there additional actions the campus can take to make acquiring a home easier for faculty?

With respect to the recruitment allowance, CFW has heard anecdotal evidence that the allowance is not being used uniformly across the campus and that amounts vary greatly by division. If this is true, it is of great concern to CFW. According to Colleges, Housing and Educational Services (CHES) Director Steve Houser, the recruitment allowance is the single most important factor that enables faculty to purchase a home, as some faculty do not even have the relatively modest down payment needed for a Mortgage Origination Program (MOP) loan. Considering that recruitment allowances are available to help all new faculty purchase a home on or off campus, we believe that it is the campus' best mechanism for helping faculty become homeowners. CFW recently requested information from CP/EVC Galloway regarding how recruitment allowances are distributed. Next year, CFW plans to look at this data and determine if modifications to the recruitment allowance program need to be made.

This year, a CFW Housing Subcommittee had several productive consultations with CHES staff and took a close look at the Employee Housing Resale Pricing Program. CFW has determined that overall, the program is functioning as originally planned, with the exception of serving the goal of creating funds for the Low Interest Option Supplemental Home Loan Program (LIO-SHLP), the terms of which were modified by the Office of the President such that they became unattractive. The Resale Pricing Program helps faculty sell their on-campus home quickly, which has allowed many faculty to move into the off campus market, opening campus units for sale to new faculty. The program allows for a uniform standard of renovations, which maintains a high quality of housing for new faculty. In addition, the cost of renovations are folded into the faculty's primary loan, as opposed to a secondary home improvement loan, thus saving interest costs. The renovations also allow for a smoother home sale process, minimizing disputes over wear and tear on a unit. The Resale Program also pays for 50% of the transaction costs, which minimizes entry costs for the buyer. Finally, the program equalizes the square footage cost between units, regardless of age; this has rationalized the pricing structure and has also apparently eliminated the phenomenon of senior faculty "sitting" on the waitlist, waiting for the cheapest units.

CFW still has some concerns regarding the program, however. First, there is approximately \$983,000 in revenue from the program and it is unclear what it will be used for. A certain amount is required to maintain the Employee Housing Resale Pricing Program, but this is a small percentage and not the whole amount. So the question of what to do with the liquid assets of the

program still remains. In the past, revenue was used to subsidize the LIO-SHLP loan program, but changes stemming from UCOP have effectively eliminated this as an attractive program for faculty and the loan is not being widely used. Another option for this revenue, which CFW considered, would be to put the funds toward the building of additional faculty housing on campus. Ranch View Terrace Phase 2 (RVT2) appears to be the obvious choice for moving forward, since it already has environmental approval and infrastructure in place. The revenue generated to date could go a long way toward covering the initial costs of development. One major obstacle to RVT2, however, is the excessive debt incurred from Phase 1, much of which would have to be paid down by the campus in order to keep new home prices below market. CFW will continue to work with Director Houser to explore alternative options for moving forward.

Recommendations and proposals for increases in pricing within this program are reviewed by CFW annually, and the committee provides its response and recommendations to the CP/EVC, who is the final decision authority. In the past, the proposals have not contained sufficient information to help CFW easily evaluate the Housing Program as a whole. This year, CFW has worked with Steve Houser to improve the annual Employee Housing Resale Pricing Program recommendation proposals, and has requested more detailed figures on costs to homebuyers and a clear rationale for any price increase over the Consumer Price Index (CPI). By contract, the CPI effectively sets the price at which the campus repurchases homes from owners. This plus other costs in turning over homes must be factored into price increases. This year, CFW recommended approval of the 2015-2016 proposed increase (~1.5%), which is in line with the current CPI. Future proposals with requests that exceed CPI will need to quantify the primary basis of price changes for each year and provide a clear rationale for the need for an increase. Drawing in part on the additional information that will now be provided with pricing proposals, CFW will continue to monitor and review the program on an annual basis.

Finally, CFW has considered additional ways to help more faculty own a home. One way in which progress may be achievable is to reinstitute the 40-year MOP loan. During the recent great recession, UCOP reduced the maximum MOP loan period to 30 years, which significantly raised monthly payments for faculty who recently purchased homes using this program. CFW understands that it may be possible to bring the 40-year option back. CFW is currently working with the University Committee on Faculty Welfare (UCFW) to assess this possibility, and hopes to have more to report on this topic next year.

Another factor that can ease home ownership in an expensive market is partner employment. The UCSC campus used to have a staff position that provided resources to faculty to assist them in finding and securing employment for partners/spouses, but the position was cut during the budget crisis. CFW is looking into the development of an information packet for departments and the creation of a database of current faculty partners in various fields willing to give advice to partners of new hires.

In summary, on-campus housing is an important asset for attracting and retaining exceptional faculty, enhancing overall faculty welfare, and ensuring a high quality of life. Considering the recent increases in off-campus housing prices, sufficient inventory needs to be maintained if we hope to remain a vibrant research and teaching community. Current campus housing waitlists are

short, suggesting that the present inventory is adequate, though this could change with the anticipated acceleration in retirements. If the need for affordable housing increases, the campus must react quickly with higher recruitment allowances, expansion of inventory (e.g. RVT 2), and support for spousal hires to name a few. CFW will continue to assess the housing program, and provide recommendations as required.

Respectfully submitted;

COMMITTEE ON FACULTY WELFARE

Noriko Aso

Adrian Brasoveanu

David Cuthbert

Ted Holman

Andrew Mathews

Benjamin Read

Nina Treadwell

Manfred Warmuth

Roger Anderson, *ex officio*

James Zachos, *Chair*

May 15, 2015

COMMITTEE ON FACULTY WELFARE
Updates on Child Care, Faculty Salaries, Healthcare, and Retirement

To: Academic Senate, Santa Cruz Division

During the 2015 winter and spring quarters, the Committee on Faculty Welfare (CFW) met bi-weekly and in sub-committees to address issues that affect the general welfare and the overall quality of life for UCSC faculty, including faculty salaries, child care, housing, health care, and retirement. This report to the faculty Senate provides information regarding recent developments on several of these topics.

The committee invites you to share your comments and thoughts regarding these topics on the Senate floor on May 29, 2015.

Salaries

For many years, UCSC salaries were among the lowest in the UC system. Analyses indicated that this was primarily a consequence of the increased use of off-scale salaries by campuses to attract and retain faculty, with some campuses acting more aggressively than others. In response to a joint Administration/Senate Task Force on Salaries, in 2008-2009 the administration, in cooperation with the Committee on Academic Personnel (CAP), initiated a “Merit Boost Plan.” The stated goal was to bring UCSC to the UC salary median. Annual analysis by CFW over the subsequent years indicated that this action had an initial significant positive effect, but our review of the most recent data from October 2013 seems to indicate a potential pause in trend, when compared to previous years. Furthermore, with other campuses initiating similar programs, we have fallen short of the plan’s initial goal of reaching the systemwide median.

Another issue that should be addressed is the inversion and compression of salaries across ranks and scales. Our analysis shows that off-scale salaries are relatively flat or even inverted over rank and scales at UCSC, a pattern that has emerged partly out of the need to offer more competitive salaries in recruiting junior faculty as UC on-scale salaries have fallen well below market. As with retention actions, this has created significant salary inversions/inequities within departments/divisions, as well as compression across ranks. For faculty who undergo normal merit review and promotion, there is no “market pressure” to award an “appropriate” off-scale. Members of the committee feel that such compression of salaries is counter to rewarding loyalty, or exceptional work later in career.

In light of our recent salary analysis, as well as the findings of the recent UC Total Remuneration Study¹ (see discussion below), it is CFW’s strong recommendation that, at a minimum, the Merit Boost Plan be continued until UCSC salaries reach the UC median. This would bring our salaries in line with other coastal campuses, such as UCSB, UCSD, and UCI, where the cost of living is comparable. The Merit Boost Plan could also be modified to better address compression and inversions, particularly in meritorious cases.

¹ 2014 Update of Total Remuneration Study for General Campus Ladder Rank Faculty, Presentation of Final Results, July 30, 2014.

Total Remuneration

As noted above, in fall 2014, the Office of the President (UCOP) released the results of a comprehensive Total Remuneration (TR) study of UC system-wide Ladder Rank Faculty (LRF) based on data from 2009 and 2013. Total Remuneration reflects total compensation, factoring in the value/cost of health and retirement packages, and other benefits, along with salaries. To assess the market competitiveness of TR for UC faculty, the data were weighed against a group of comparison institutions, the “COMP 8” (Harvard, MIT, Stanford, SUNY Buffalo, U. of Illinois, U. of Michigan, U. of Virginia, Yale). In 2009, total remuneration for UC system-wide LRF was comparable to that of the COMP 8. However, by 2014, total remuneration for the UC system declined to -10% relative to the COMP 8. This was primarily a consequence of a precipitous drop in the total value of the UC retirement package as individual contributions were raised to 8% in the aftermath of the financial crisis, while salaries remained relatively flat.

At the request of several campuses, in April 2015, UCOP released the campus-by-campus breakdown of the TR study. As expected, TR relative to the COMP 8 varies widely between UC campuses, from a high of +2% for UCLA to lows of -20 and -21% for UCSC and UCR, respectively (excluding UCSF & UCM). This disparity in TR highlights the significance of the large salary differences between the low tier and high tier UC campuses, differences that are amplified through the value of retirement benefits. Any future modifications to plans that shift a greater percentage of the contribution by faculty, and/or reduces the benefits, in the absence of offsetting increases in salaries, will continue to erode TR.

Child Care

During the February 2, 2015 winter Senate meeting, CFW submitted a report² that briefly recapped the history of efforts to establish employee childcare at UCSC. The [report](#) may be found on the CFW page of the Academic Senate Website under “Child Care.”

Since this report was submitted, it would appear that the campus has been moving forward in researching options for securing child care for UCSC employees. Although this movement is a bit slower than CFW would have hoped, during a recent consultation with CP/EVC Galloway on April 2, 2015, the committee was pleased to hear that Vice Chancellor of Business and Administrative Services, Sarah Latham, is now the official campus point person for employee childcare. Latham has been charged with determining feasible options for the campus, and a plan for securing employee child care.

The committee was also pleased to hear in consultation that the CP/EVC plans to reinstate the Campus Welfare Committee (CWC) and the Child Care Advisory Committee (CCAC) in fall 2015. CFW looks forward to reviewing and commenting on the proposed CCAC charge by the end of spring quarter, 2015. We urge broad representation of faculty and staff on the CCAC, and an initial focus to secure concrete steps toward establishing some form of employee childcare in 2015-2016. Further, we have requested that VC Latham provide regular reports and updates to the CCAC, so that planning is not undermined by incomplete information or redundancy of efforts.

² Committee on Faculty Welfare, A Brief History of Employee Child Care at UCSC and Recommendations for Moving Forward, February 4, 2015.

As noted in CFW's report of February 4, 2015, CP/EVC Galloway has confirmed that \$730k of the original \$750k funds set aside for employee child care still remains. During CFW's recent consultation, we were informed that the CP/EVC's intention is to use these funds to build a pool of \$2 million in order to receive a matching fund offer from UCOP to secure childcare facilities. CP/EVC Galloway noted that once established, it is estimated that the campus investment to run a childcare program for employees would be roughly \$250k/year. While the CP/EVC is researching options with VC Latham and Campus Council, CFW recommends that starting 2015-16, the campus continue its former commitment of setting aside funds for child care, and add \$250k/year to this pool in order to reach the \$2 million goal of the matching grant in five years, and take advantage of this UCOP match funding opportunity to establish an employee child care facility.

During the spring quarter of this year, the University Committee on Faculty Welfare (UCFW) began its analysis of the employee child care options at each of the UC campuses. The data collected thus far only further highlight the alarming fact that UC Santa Cruz is the only UC campus with no child care options for employees, and re-emphasizes the need for UCSC to secure some form of employee child care as soon as possible.

Healthcare

The University of California health plans are monitored by the UCFW Health Care Task Force (HCTF). No major changes in plan offerings are anticipated for 2015-16. Increases in premiums are expected to be modest for both Health Net and UC Care (~<5%). Beyond 2015-16, plans are still being explored for adding an HMO option to UC Care.

Retirement

The University of California Retirement Plan (UCRP) is monitored by the University Committee on Faculty Welfare (UCFW) Task Force on Investment and Retirement (TFIR). The funding status of the plan continues to improve with recent market returns well above the actuarial assumption of 7.5%, and employer and employee contributions representing 14% and 8% respectively, of covered compensation for the 1976 tier (employee contributions are 7.1% of covered compensation for those hired after July 1, 2013, with the exception of employees represented by certain collective-bargaining agreements). The 22% total contribution exceeds the normal cost of the plan by just under 4% of covered compensation, and the additional contributions go toward reducing unfunded liability.

The plan earned a 17.42% return for 2013-14, and the funded status was just under 80% on July 1, 2014 (on an actuarial basis); 87% using the market value of assets. The \$700 million contributed to the Plan by borrowing from the University's short-term investments funds (STIP) in August, 2014 (to be paid back from an assessment on covered compensation, added to the employer's contribution), coupled with another year of 14% employer/8% employee contributions, also reduces the unfunded liability, and means that the University is essentially contributing the full ARC (Annual Required Contribution) for 2014-15; ARC is determined by the Regents funding policy and represents that amount that must be contributed to move toward 100% funding, assuming that the Plan continues to earn 7.5%. Paying down the unfunded liability either through borrowing or other means, while maintaining the level of contributions, can accelerate the return to 100% funding.

Respectfully submitted;
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May 15, 2015

COMMITTEE ON INTERNATIONAL EDUCATION
Making International Collaboration Agreements Swift, Flexible and Open

To: Academic Senate, Santa Cruz Division

UCSC international agreements, currently termed *Memoranda of Understanding* and *Agreements of Cooperation*, record and establish ground rules for faculty and university partnerships with overseas entities. At this turning point in UCSC's engagement with the cross-border world, there is occasion to reinvent our current (dysfunctional) system for making agreements.

We suggest that these two principles should guide that re-invention and that our recommendations follow from those principles:

1. *The process should be transparent to all, swift and flexible and with minimal paperwork.*
 - Update and clarify guidelines for agreements
 - Delegate signature authority to the lowest appropriate level by agreement type
 - Senior International Officer coordinates and facilitates quick processing
 - Summary descriptions of collaborations posted on a regularly updated web page

2. *Faculty should be centrally involved in the process for imagining and developing international agreements.*
 - Recognize two modes of agreement: top down and bottom up
 - Identify incentives for faculty to report collaboration

CIE Consultation and Research

The Committee on International Education engaged in multiple efforts to better understand faculty concerns, issues, and priorities. These included a faculty survey and department visits in 2013-14 and organizing and hosting the Senate forum on Internationalization and Social Justice (fall 2014). Through this intensive process, the Committee on International Education (CIE) has learned that international research collaborations are of great interest to faculty. However, the process of establishing collaborations on our campus is neither transparent nor clear to faculty members and it fails the simplest of recording requirements. At a time when the UCSC campus is focusing on internationalizing the campus through increased international enrollments and the establishment of international university partnerships, the lack of faculty involvement in the process inhibits faculty driven research collaborations, which should be at the core of the internationalizing mission of our campus.

In order to assess what gaps exist and how to make the process of establishing pipelines and collaborations more transparent, CIE set out to research the process for establishing agreements for international collaborations on our campus, and how our process compares to other UC campuses and institutions. This report presents the findings, including the current process for establishing international agreements at UCSC, best practices and principles from other

institutions, and recommendations for establishing a more transparent, flexible, and open process for international agreements.

Establishing International Agreements at UCSC

CIE researched the publicly available information on establishing international agreements at UCSC and consulted formally with relevant administrators on campus.¹ The “Guidelines for Agreements of Cooperation and Memoranda of Understanding with International Institutions” available on the International Education Office website, represents the clearest publicly available policy document on the subject.²

There are currently two kinds of working agreements with international institutions at UCSC: Agreements of Cooperation (AOCs) and Memoranda of Understanding (MOUs).

Agreement of Cooperation: An AOC is a general agreement to collaborate or cooperate. It *does not commit resources* in support of the relationship. The AOC is signed by the Chancellor and is a required step before the MOU. It serves to formally recognize a desire to collaborate in the future.

Memorandum of Understanding: An MOU documents the terms of a specific working agreement between a unit of UCSC and another institution. An AOC with a particular international institution must exist prior to the signing of an MOU. An MOU is initiated by either by the Chancellor or a principal officer of a division, and is signed by the Chancellor. MOUs *provide the specifics, logistics, and other details of a particular collaborative effort.*

Currently our campus has two separate processes for establishing international agreements. The top down approach includes campus administrative efforts to establish broad ranging agreements with selected international universities. We also have a second, barely recognized, bottom-up approach, where members of the faculty establish a wide range of informal agreements around research, student exchanges, teaching and other activities. There is no formal process for establishing or even tracking “bottom-up” agreements, and we have no accurate sense as a campus how many exist.

A formal process to recognize, document, and publicize these faculty-led “bottom-up” collaborations is poised to benefit both faculty members and administration as we work together to create larger and more visible international projects and relations for the university. An official and public record of international collaboration could benefit faculty members as they continue to apply for grants and funding, as well as when they seek out new collaborations; it could also help connect faculty currently working on similar projects or in similar areas. A clearinghouse for existing collaborations could also aid university administration in finding appropriate faculty input and collaboration on larger, administration-led international projects.

¹ UCSC International Education/International Agreements page (<http://ieo.ucsc.edu/faculty-staff/intl-agreements/index.html>), UCSC Undergraduate Education website.

² This document also lists the details of what proposed AOCs and MOUs should include.

The office of the Vice Provost and Dean of Undergraduate Education (VPDUE) currently serves as the responsible office for international agreements on behalf of the Chancellor and CP/EVC. Current policy calls for AOCs and MOUs to be submitted to the VPDUE office for review and approval, prior to signing. An AOC should use the approved campus template³. However, if the corresponding institution is providing the draft, it should be sent for review to the campus contracts analyst and University Counsel. AOCs and MOUs must be reviewed and approved by the Chancellor or EVC based upon analysis from VPDUE office. When signed, the original agreement should be deposited with Administrative Records office (now called Records and Information Management) and copies distributed to the offices of the VPDUE, the CP/EVC, and the primary contacts and sponsors for the agreement. The VPDUE office maintains records of all international AOCs and MOUs.

The committee's research has identified a few weaknesses in our campus process. First, although our campus has the guidelines for establishing faculty initiated international agreements, these guidelines are not kept up to date to reflect the new administrative structure related to internationalization.⁴ Second, the office to which AOCs and MOUs are to be recorded and deposited and the responsible office (Vice Provost and Dean of Undergraduate Education) does not have a complete record of AOCs and MOUs on the campus. Third, there is a lack of connection between the top-down and the bottom-up approach. Faculty members have not been consulted in the top-down process. The Chancellor and the EVC have, however, since the start of CIE's review, made initial steps to create consultative and other faculty connections.

Review of UCs and Comparator Institutions

The committee researched and compared the processes for establishing agreements for international cooperation among several universities, using data collected by the UC-wide International Activities Policy Working Group (IAPWG). The IAPWG inventoried the international activities policies of UC and selected "comparison institutions" and drafted a brief report on its findings. CIE reviewed both the report and the data collected by the group.⁵

After review of the materials, the committee ultimately focused on UC institutions and one comparator, Harvard University, due to the ease and flexibility of its policies. We found that no single model exists among these institutions. Some larger UC campuses, such as UCLA, have multiple agreements with many major international institutions around the world. However, the process of establishing international agreement is complicated, involving 4-5 levels of signatures.

At UCSF, there are multiple levels of agreements created to address specific areas of international cooperation. Different agreements require lower level signatures delegated by the Chancellor. This makes the process of developing international collaboration flexible and simple. UCR adopted a similar approach by setting up two levels of international agreements: Memorandum of Understanding (MOU) and International Exchange or Linkage Agreement (IE Agreement). Their MOU is a non-legally binding document that does not involve a commitment of University

³ Available online http://ieo.ucsc.edu/faculty-staff/intl-agreements/ucsc_aoc.doc.

⁴ Guidelines were last updated in 2010.

⁵ International Activities Working Group, "Draft Report on University International Activities Policy Inventory for the International Activities Policy Working Group," November 2014.

Resources, while an IE Agreement entails a commitment of one or more University Resources. Deans are authorized to approve and sign proposed MOUs that use the approved MOU template. IE Agreements need to be reviewed and approved by CP/EVC or the Chancellor.

Harvard University's procedure claims to be easy, simple and flexible by design. Harvard wishes to encourage collaboration. Only multi-year, more than one million dollar proposals need prior review by their Provost. Most proposals for international projects are approved routinely by Office of the Provost based on the analysis of the University Committee on International Projects and Sites (UCIPS). To facilitate coordination and cooperation, UCIPS makes summary information available throughout the University. Legal, finance, risk management, human resources and other administrative offices are informed and integrated into the approval process.

Summary

General observations from review of other institutions' policies elucidated a set of best practices for international agreements. The process of making agreements should encourage collaboration, and not put barriers in the way of faculty initiatives. A swift and easy process is the goal, with wide dissemination of information and sharing across constituencies, campus websites that provide updated information on activities of international engagement, and a responsible office that maintains basic information of all international agreements.

Recommendations

The recommendations developed by CIE draw on two fundamental principles: 1) the campus process and vision for developing international agreements should centrally involve the faculty, and 2) the process for making international research collaborations should be swift, flexible, and open.

- **Updated guidelines.** Campus guidelines need to be brought up to date to reflect the new administrative structure of the campus in regards to internationalization.
- **Openness.** To encourage interdisciplinary and divisional collaboration, the campus needs an up to date web-based summary of diverse collaborations from all parts of the campus.
- **SIO / OIE Hub.** The Senior International Officer and the proposed Office of International Engagement should be the position and office responsible for supporting and shepherding international agreements. The process for reviewing agreements should be made clear to faculty.
- **Archiving agreements.** All information on international agreements should be held centrally, and there should be a central website and responsible position that will act as a clearinghouse of information. This office should ensure the information about existing or proposed international agreements is shared throughout the campus to avoid duplication of efforts and to ensure resources are integrated for all international activities.
- **Signature authority.** Following the examples of other UC campuses, the signature authority for specific categories of agreement, distinguished by purpose and level of

resource commitment, can be simplified and delegated to the lowest appropriate level. When collaborating with international institutions, it is often easier and more productive to gain access to lower level administrators when possible, so delegating signature authority should result in greater efficiency when setting up collaborations with our partner institutions abroad.

- **Top-down and bottom-up agreements.** There should be two modes for initiating international collaboration, a “top-down” mode that provides the Chancellor discretion to establish wide ranging agreements and partnerships that benefit the university and a “bottom-up” mode that provides ease and flexibility for faculty and divisional engagement. Further, organic connections between the two levels can be facilitated through the establishment, expansion and maintenance of Regional Faculty Work Groups.
- **Faculty incentive.** A faculty incentive is needed to give faculty encouragement to report ongoing collaborations, thus enabling others to know who is doing what and where. This could include recognition of international engagements during personnel reviews.
- **Risk management.** The campus should prioritize agreements that fit the mission of the university and protect the university from risk. But, risks cannot be avoided. It is essential that UCSC adopt *risk management* policies comparable to those of larger UC campuses with generic assessments of broad categories of agreement, rather than painstaking, time consuming and expensive evaluation of each potential agreement.

Respectfully submitted;

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COMMITTEE ON INTERNATIONAL EDUCATION
Principles, Processes, and Questions for Global Engagement: Lessons from CIE's
2013-14 Faculty Survey and Department Visits

To: Academic Senate, Santa Cruz Division

This report summarizes a faculty survey, consultations with departments and subsequent discussions in the Committee on International Education. It suggests principles, processes and questions for global engagement.

Principles, Processes and Questions for Global Engagement

From CIE's faculty survey, department consultations and subsequent committee discussions, we suggest one principle, four points about process and one question. The report is structured to address these six topics.

Principle:

1. If it is to succeed, international engagement at UCSC needs to be substantially led by faculty

Process:

2. We need infrastructure to support international research, teaching and learning.
3. Engagement will require a multi-year process involving senate and administration
4. We need better ways to make international collaboration agreements
5. International engagement will advance the campus goal of diversity

Question:

6. Is it time to re-engage with area studies?

Introduction – An Internationalization ‘Long Overdue’

A faculty survey and department consultations¹ show strong support for greater international engagement. Below we summarize key points from survey responses and department consultations, and considerations behind each of the guidelines. Sentences in quotes are from the faculty survey and italicized bullets are comments from department consultations, numbered for confidentiality.

1. Faculty-led international engagement

The most notable trend in campus-wide survey responses was the respondents' overwhelming support for further international initiatives at UCSC (those uninterested in global questions may have chosen not to respond). There were many comments noting that such initiatives are "much needed" or "sorely needed!" One faculty member commented, "I think it is a fantastic ambition to make UCSC a more international, more outward looking campus." Support for research and collaboration was one of the most common comments in the survey, and many faculty specifically requested further funding for international travel and research, as well as housing subsidies for incoming collaborators and international guests.

¹ The faculty survey, to which 134 faculty responded, and department consultations, held at the faculty meetings of 15 departments, were completed in 2013-14.

- *Consultation: Faculty are not always consulted when the administration takes big leaps in, e.g., internationalization (Dept. 9).*
- *Facilitating international connections: Rather than contacting other universities “cold,” it would be beneficial to have relevant UCSC faculty facilitate introductions for other UCSC faculty (Dept. 6).*

The CIE survey reveals that many faculty members already have international connections (Figure 1 and Figures in appendix), especially in Europe and Asia. These faculty-initiated international activities allow UCSC to stay connected and engaged with excellent talent worldwide, and to access the unique research and education opportunities provided by international collaborators. Well-established connections can also serve as a foundation for the administration to initiate new campus wide international activities or integrate the existing efforts into the larger context.

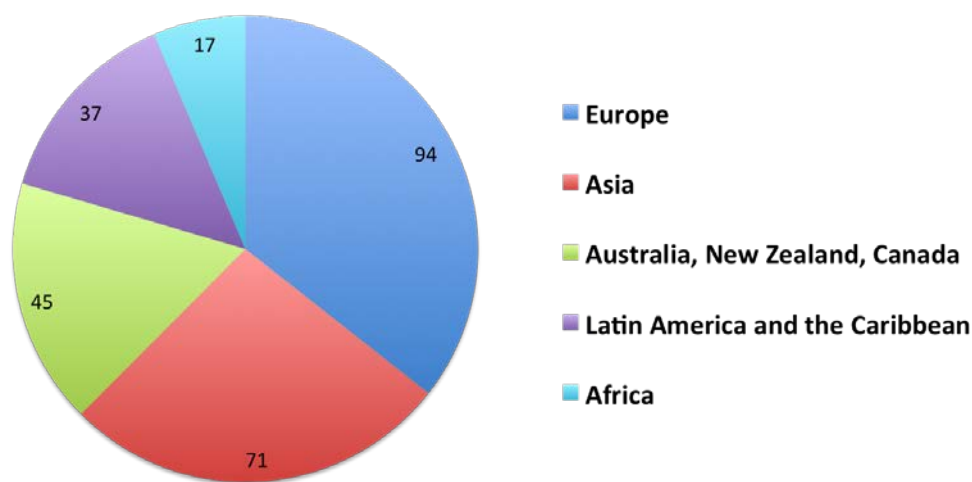


Figure 1. Number of Faculty that worked, lived in, or have connections to each area.

2. Establishing Infrastructure and Support for International Research, Teaching, and Learning

As noted in the *Framework for Internationalization*, the top priorities emerging from the survey of faculty focused on support for international research, collaboration, faculty exchange and international conferences. The next most common concern was that UCSC reduce barriers to the admission of international graduate students, particularly Non Resident Tuition.

More broadly, many responses expressed concern that the campus **provide support for international scholars at all levels** (undergraduate through faculty levels). The cost of housing for international guests was noted as a unique challenge in Santa Cruz, "[the] cost of housing is a major obstacle for international visitors" is typical of these responses, and some suggested creating an official university guest house to address the issues.

Another major challenge to internationalization described by faculty is the difficulty of obtaining visas for inbound researchers and students. Calls for "staff support for processing visas" are very common, as well as comments such as:

- "We need better advising for foreign students and possibly the creation of an international house in the same spirit as the one in Berkeley where foreign students can interact with their peers."
 - "[We need to] make the visa process for foreign postdocs less excruciatingly painful than it currently is."
 - "UCSC makes it very hard to hire foreign postdocs. Visa issues are frequently mishandled, and the policy that appointments can only be for a single year is a major annoyance, as it creates large amounts of extra visa hassle."
- *Reducing bureaucracy: Paperwork for international students and visiting scholars is incredibly time-consuming. Can we simplify, make transparent, and speed up the bureaucratic processes for securing visas, etc.? (Dept 2) Can we also secure visas or other paperwork for longer stays avoiding yearly renewal?*

Many faculty noted how incoming **foreign graduate students would enrich our campus** and raise the quality of our programs. Comments, such as "We need the perspectives and expertise of foreign graduate students who are, frankly, superior to most of our domestic applicants. If we want to raise the overall profile of our graduate programs, we need foreign graduate students, especially in social sciences and humanities," are notable. Furthermore, the faculty caution readers against using foreign students merely as a revenue stream. This was one of the more numerous types of cautionary response:

- "Foreign graduate students need to be supported financially. They can't be seen as a cash cow for the university."
 - "My only concern . . . is that we vigilantly hold to the principle that the point of this exercise is intellectual exchange and diversity. In other countries it has sadly become a cynical means by which university administration has sought to raise funds (often at the expense of international students and the faculty who teach them)."
 - "If UCSC were interested in recruiting students from China from disadvantaged backgrounds, who would need financial aid, I would be interested in this. I am not interested in helping with the recruitment of Chinese or any other international students from the elite classes."
- *Graduate Students: Many departments (including Departments 1-5) are concerned with post-docs and with fees/tuition for international graduate students. There is sticker shock of UC tuition for many international students.*

To provide support for international research, teaching, and learning, we need a clearly defined leadership/management structure to integrate all UCSC international activity and initiatives.

3. A multi-year process to tackle the many dimensions of global engagement

CIE recommends that the Senate work with the administration to establish collaborative and consultative processes and a timetable for the next two-three years to work out how best to tackle the many dimensions of global engagement. This process could either be in collaboration with the American Council on Education’s Internationalization Laboratory or it could follow similar processes. A preliminary list of dimensions to be tackled includes these:

- Reforming the undergraduate curriculum to reflect global concerns, with possibly a minor in International Studies;
 - Geographic breadth of faculty appointments to support international studies
 - Recognizing faculty international work in merit and promotion reviews
 - Providing support for grants from State Dept, Education, USAID, NSF
 - Institution-sponsored short-term visiting faculty programs to key potential international partners
 - Research support for graduate and undergraduate research, as well as for pilot faculty research
 - Discussion with Admissions and the International Education Office to ensure that international perspectives and priorities are adequately implemented
 - Languages
- *UCSC Rankings: It might be helpful to have a single webpage where various rankings showing UCSC in favourable light could be placed (Dept 2). For instance, this webpage could be cleaned up a bit and made central: <http://news.ucsc.edu/2014/10/THE-ranking.html>.*

4. MOUs: A Simpler, more transparent and open process to build collaborative agreements

In a separate report to the Senate, CIE outlines two principles for rebuilding the system for arranging and recording collaborative agreements:

- *The process should be transparent to all, swift and flexible and with minimal paperwork*
- *Faculty should be centrally involved in the process for imagining and developing international agreements*

A key question was asked in Department 1:

- *“To whom do I go on campus if I have questions on international partnership prospects?”*

And a faculty member wrote:

- *“Faculty must shepherd these agreements through the UC system, which is very time consuming”*

One stop for collaboration and international activities: CIE suggests that there be a central office to which interested faculty could turn if interested in making MOUs, establishing collaborations, planning extended visits at international institutions (either for themselves or for their students),

or to find out what information is available vis-à-vis international possibilities of research to spread the word in department meetings or to graduate or undergraduate students they advise.

5. Is it time to re-engage with area studies?

Several faculty raised the question, why does UCSC not have area studies? CIE understands that the campus decided, in the 1960s perhaps, to follow a distinct path not replicating the area studies programs of that time. These faculty and CIE raise the question if it is time to reconsider that decision.

Faculty provided significant and elaborate comments in the campus-wide survey about how desirable it would be to expand UCSC's focus on **area studies**. Many comments focused on existing initiatives and centers at UCSC and other institutions and discussed regions where people are already invested in research and exchange (South Asia, Southeast Asia, East Asia, the Middle East, Latin America, the former-Soviet States):

- "[We should] provide more funding for programming in area studies, particularly South Asia – that is linked not only to arts, culture, and business, but directly address[es] questions of gender, development, and globalization"
- "[We need] more funding for activities related specifically to East Asia. I really appreciate broad-spectrum centers like CGIRS and Cultural studies, but when it comes to people who work on East Asia and China specifically, most of our contacts and activities seem to be informal, unfunded ones . . . it would be wonderful to have more institutional support. Of course, we don't have a Title VI Center, but maybe the East Asian Studies Program could be made into more of [that kind of] thing."
- *Language support: Language support for undergraduate and graduate students is an ongoing concern (for example, in Departments 7 and 8).*

4. Supporting a diverse global campus population including faculty, graduate students, undergraduates, and staff

UCSC needs to continue to fortify and enrich existing structures that support diversity and internationalization, as well as to seek innovative new initiatives in this regard.

Given California’s increasingly diverse and global population, for example, a key approach to serving one of our core constituencies (e.g. the top 12.5% of CA high school graduates) is to deepen and broaden our engagement with international groups. Students from first generation college families may benefit most from interacting with foreign students and from going on educational opportunities abroad.

- *Rich getting richer. Some are concerned that standard student recruitment protocols lead to elite class reproduction in the third world (Dept 8).*
- “...strengthen [international] course offerings for undergraduates and that means more faculty that study and teach the world otherwise it is empty talk”

Conclusions

The university has embarked upon an historic commitment to engage our research, teaching and service more effectively with the world beyond America’s borders. This engagement need not diminish the historic UC commitment to California and its students. On the contrary, CIE believes that the university’s research, its preparation of undergraduate students and its service to California can all gain from global initiatives.

Respectfully submitted;

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May 13, 2015

Appendix: CIE 2013-14 Faculty Survey Findings

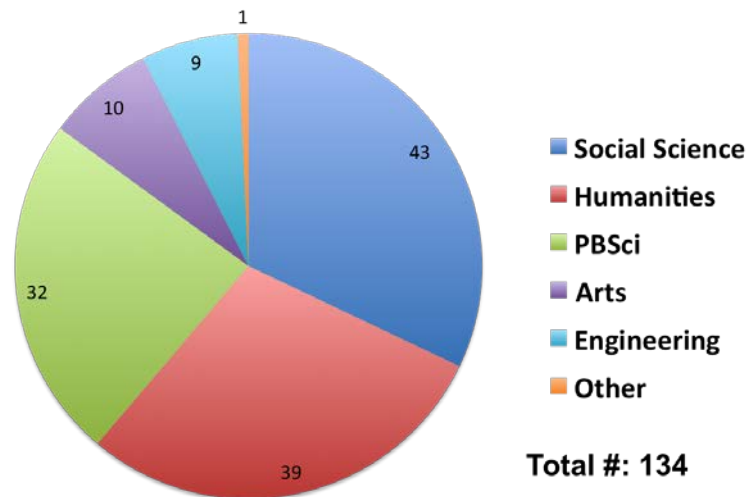


Chart: Number of Faculty Responded to the Survey

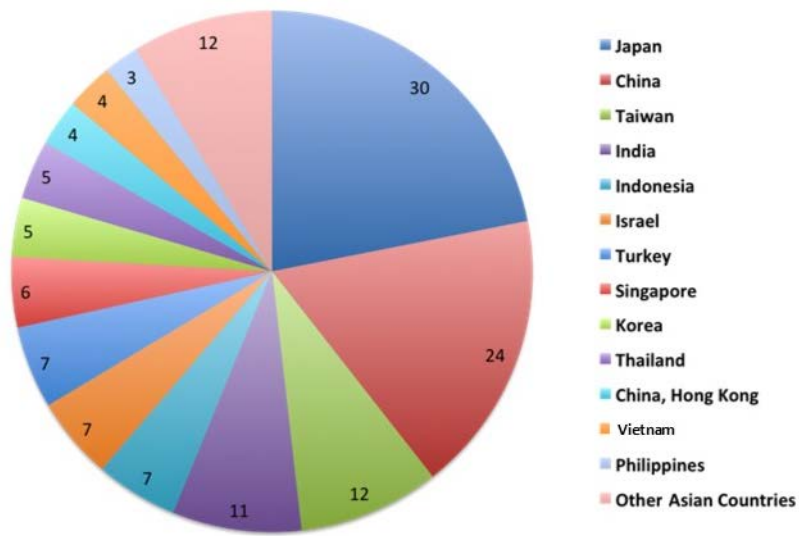


Chart: Number of Faculty that worked, lived in, or have connections to Asia

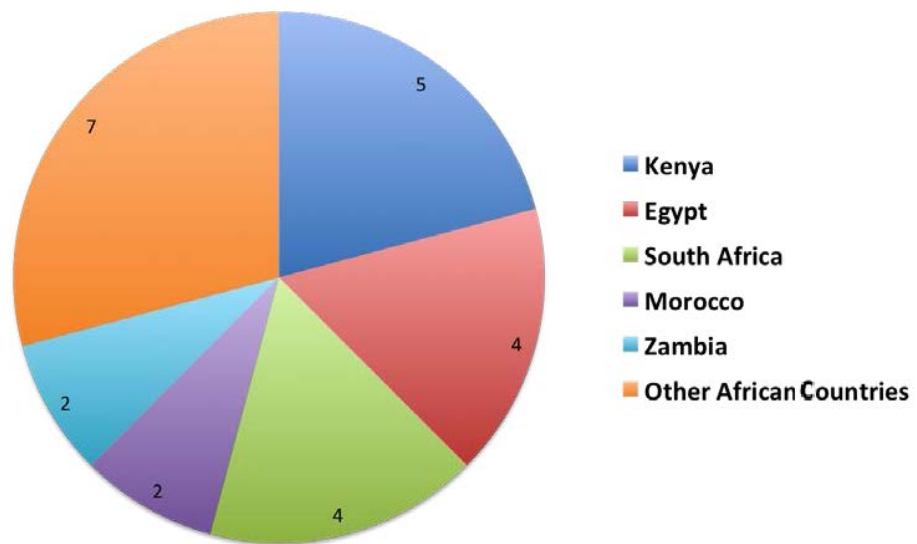


Chart: Number of Faculty that worked, lived in, or have connections to Africa

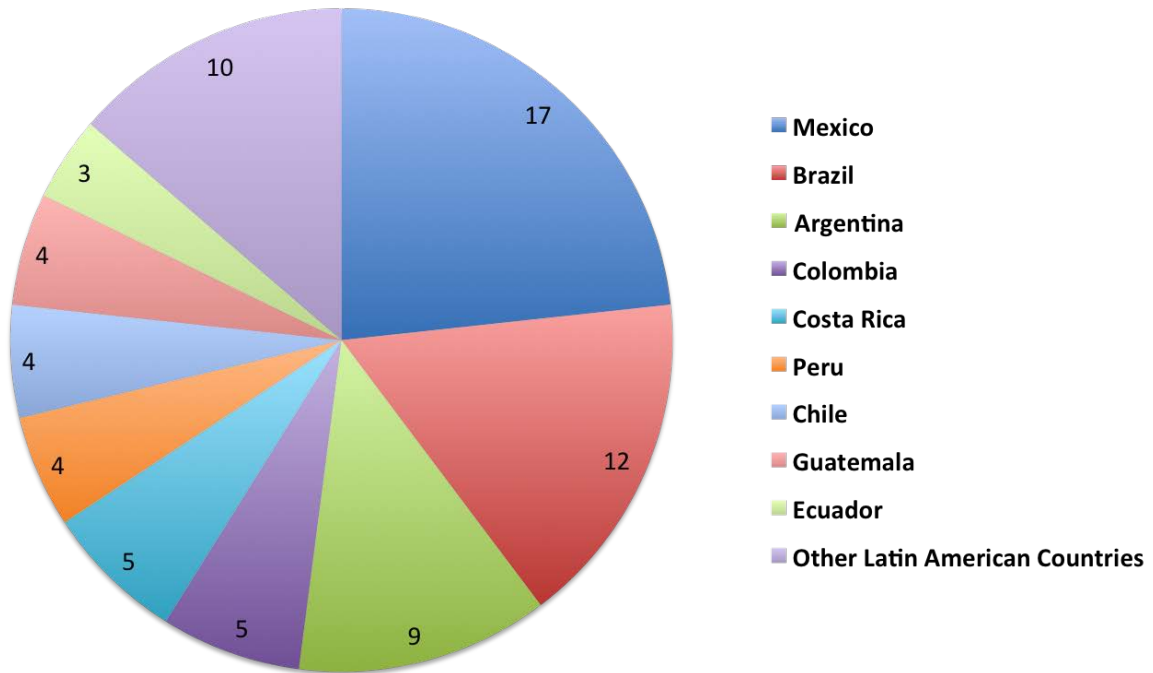


Chart: Number of Faculty that worked, lived in, or has connections to Latin America and the Caribbean

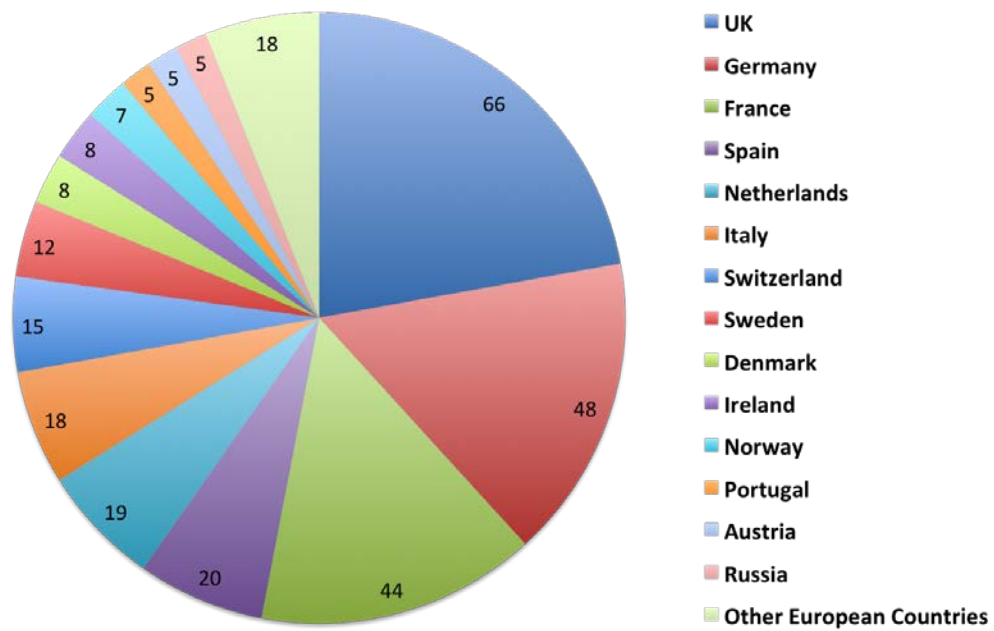


Chart: Number of Faculty that worked, lived in, or have connections to Europe

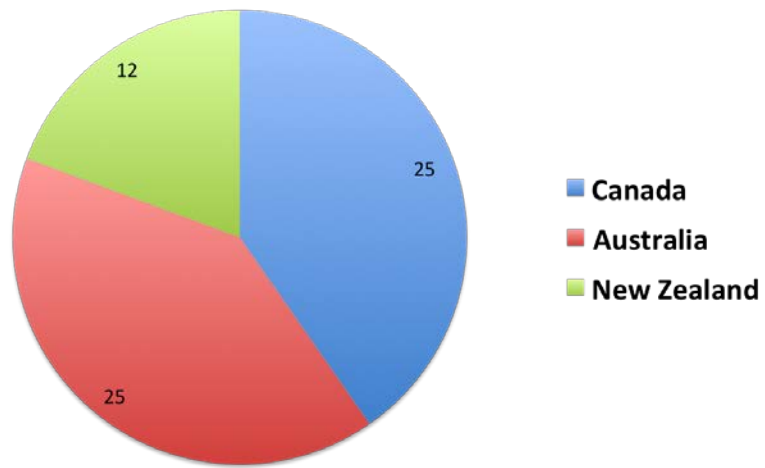


Chart: Number of Faculty that worked, lived in, or have connections to Canada, Australia, New Zealand

COMMITTEE ON TEACHING
Report on the Center for the Advancement of Teaching

To: Academic Senate, Santa Cruz Division

At the Senate meeting on November 7, 2014, the Committee on Teaching (COT) presented the report, ‘Reinvesting in Teaching at UCSC¹.’ This report highlighted the parlous state of support for pedagogy here at UCSC: the Center for Teaching and Learning has been lost to budget cuts, the Instructional Improvement Grant program has been eliminated, and the Excellence in Teaching Awards were scheduled to be defunded. Over the last several years, the central administration has eliminated almost all funding to support the central mission of instruction on the UCSC campus. Current support for teaching is either siloed in departments and divisions (e.g., some departments or divisions provide T.A. training while others do not), or is earmarked for particular kinds of instructional support (e.g., the Faculty Instructional Technology Center supports the use of technology in the classroom but is not integrated with any other unit that offers more general pedagogical support).

After delivering this report, COT heard widespread support from Senators, Deans, Provosts, Graduate Students and others for the re-establishment of a service center focused on teaching. Many Senators were dismayed by the lack of support for teaching on campus and thought that such a center is a necessary component for any institution that sees itself as bearing an “uncommon commitment to undergraduate education”; others thought that such a center was needed in the light of challenges posed by changing student demographics and lack of preparation for incoming students in high schools; others thought that a teaching center was needed given the campus’ commitment to graduate growth, with the attendant needs on training graduate students to teach. COT thus set itself to the task of re-establishing a Center for the Advancement of Teaching (CAT) at UCSC.

We began by meeting with several campus units (e.g., the Writing Program, the Library, and the Faculty Instructional Technology Center) and developing a new website teaching.sites.ucsc.edu, where instructors can access information about, and resources for, supporting excellence in teaching. These units, especially the Writing Program, graciously shared many resources that they had already developed that we've posted on the website. We've also posted both long and short versions of videotaped interviews with recent winners of Excellence in Teaching Awards, along with their syllabi and statements about teaching. The website models the type of peer-to-peer teaching support that we hope will flourish within a new center dedicated to pedagogical support at UCSC. Most of the work developing the website has been undertaken by Nadia Mufti, a Chancellor’s Undergraduate Intern, under the direction of the Committee and its staff. With a new Chancellor’s Undergraduate Intern next year, this work will continue.

The COT realizes that a website is useful, but not sufficient, to meet the needs of the campus regarding instructional support. Therefore, the COT has drafted a proposal to establish a Center for the Advancement of Teaching (CAT) with a three-year development plan so that it will be fully funded and operational by 2018. This proposal was created in consultation with a wide

¹ This report can be viewed at - <http://senate.ucsc.edu/senate-meetings/agendas-minutes/2014-2015/2014-november-7-senate-meeting/1773%20-%20COT%20Reinvesting%20in%20Teaching%20at%20UCSC.pdf>

range of stakeholders on campus, including the Faculty Instructional Technology Center (FITC), the Library, the Vice Provost for Academic Affairs (VPAA), the Vice Provost and Dean of Graduate Studies (VPDGS), College Provosts, Deans, Department and Program Chairs, committees within the Academic Senate and the Senate Executive Committee. This proposal is not meant to re-create the old Center for Teaching and Learning, but rather to address the current pedagogical needs of the campus in a creative and robust fashion.

The purpose of the proposal is to establish the infrastructure for CAT that will improve teaching and bolster the student learning experience through (1) developing and maintaining readily accessible resources dedicated to best practices and excellence in teaching, (2) providing assistance and resources to faculty and graduate students for developing or restructuring courses and syllabi, (3) aiding faculty and TAs at UCSC by providing resources, networking opportunities, mentoring, and general teaching assistance and consultation, (4) creating opportunities to develop communities of practice dedicated to excellence in teaching through peer-to-peer interactions, organizing workshops and other events, and (5) facilitating inquiry into teaching excellence.

The committee determined that the “human” aspect of this proposal is essential. At the center of CAT will be a full-time Professional Development Coordinator who will create a safe environment in which faculty, instructors and graduate students can focus on teaching improvement. We envision that this person will facilitate mentoring and networking opportunities, help instructors develop inclusive classroom climates, assist in the use of technology for teaching, provide advice in course design, and answer specific questions that arise regarding teaching. This kind of confidential teaching support, outside the scope of promotion or tenure, was consistently identified as the most important aspect of this proposal.

In addition to the Professional Development Coordinator, a fully-staffed center would include a member of the Academic Senate who will serve as Faculty Director to facilitate the overall vision for the Center and spearhead development efforts, a Graduate Student Fellow to mentor TAs and GSIs, and a Graduate Student Researcher to engage in research regarding innovations in teaching and assessment, both on campus and in the pedagogical literature. The CAT will also host events, institute mentoring programs, and award grants for instructors to develop and explore innovations in teaching.

The committee met with CP/EVC Galloway in April to discuss a draft of this proposal and is continuing to work with her office and other campus stakeholders to develop this center. Support from faculty seems clear. In a survey of Departmental and Program Chairs (38% return rate), 79% indicated that reestablishing a center for teaching on campus was either important or very important. While the committee is optimistic about the reception its proposal has received in general, we understand that it is competing for scarce campus resources. The proposal, as it is currently written, costs approximately the same amount as the previous center. However, we are waiting for a cost estimate from the Office of Planning and Budget. We hope that the administration will reinvest in teaching at UCSC, but we have not yet received a firm commitment of resources.

At the November 7 meeting, the COT was pleased to hear the administration announce that the Excellence in Teaching Awards would receive continued funding. COT is now adjudicating these awards for 2014-15 but notes that the full funding for these awards has not yet been transferred to the Senate's account.

Finally, COT would like to note that it did not intend to suggest, in its previous report, that the FITC cannot offer any pedagogical support to faculty. The committee would like to submit for the record the following letter, written by the staff of the Faculty Instructional Technology Center and given to COT:

“On October 24, 2014 the COT issued a report on Reinvesting In Teaching at UCSC. This report summarizes the committee's concerns about the lack of support for the teaching mission at UCSC and includes a variety of examples to illustrate this concern, making the case for renewed focus on instructional development and excellence.

In the course of arguing this point, the report makes reference to FITC support for the integration of technology into teaching, which correctly reflects the FITC's core mission. However, the report goes on to cite an absence of pedagogical knowledge within the FITC and an inability for the staff to provide pedagogical support to instructors and graduate students, which may leave readers of the report with an incorrect impression regarding FITC staff and resources.

While providing pedagogical support and direction is not the primary function of the FITC, the FITC staff has skills in instructional design and education and is committed to ensuring that effective teaching is achieved in all cases. The FITC focuses on pedagogical intent first, providing assistance in developing and refining those objectives and the strategies for achieving them if needed, and then recommending appropriate enabling technology. While pedagogical development or refinement is not a core service of the FITC, the staff has in the past and will in the future provide support to ensure that teaching and measuring its efficacy are primary considerations.

The FITC agrees with the COT's concerns regarding the gaps in instructional support across the university, and supports the recommendations of the report. We appreciate the acknowledgement by the COT that the choice of words regarding FITC staff was unfortunate, and welcome the opportunity to clarify. We look forward to partnering with COT and others in a renewed emphasis on teaching excellence.”

Respectfully submitted;
COMMITTEE ON TEACHING
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Matthew McCarthy
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Kevin Bell, NSTF Representative
Christopher Kan, Graduate Student Rep
Jim Phillips, Director of Learning Technologies
May 15, 2015

GRADUATE COUNCIL
Amendment to Bylaw 13.21

To: Academic Senate, Santa Cruz Division:

Graduate Council (GC) proposes to amend its bylaws to 1) clarify the areas of plenary and advisory authority of the Council, 2) clearly describe activities and actions that it regularly undertakes but are not reflected in the current bylaws, 3) clarify areas where the Council works with or delegates to the Graduate Division, and 4) update obsolete language.

This revised version contains two new clarifications in response to Senator questions at the April 2015 Divisional Senate meeting: 1) in response to a question about the authority of Graduate Council and the Committee on Planning and Budget, note that section 13.21.3 refers to “academic programs.” Section 13.21.5 adds clarification that the section refers to “academic units.” The Council’s language in each of these sections is consistent with its authority as described in the systemwide *Compendium* and systemwide *Coordinating Council on Graduate Affairs (CCGA) Handbook*; 2) in response to a question about whether section 13.21.2 applies to professional programs, this version clarifies the Council’s authority in this area and is consistent with the systemwide *Compendium*.

Section 13.21.1 reflects minor changes and updates in language. The proposed language eliminates mention of the nominating body for the Library representative to make it consistent in wording with the whole of section 13.21.1, which does not list the nominating body for any of the other representative categories (graduate student representative, postdoctoral scholars representative).

Section 13.21.2 includes changes in language that reflect the Council’s plenary authority over academic policies and procedures in matters pertaining to graduate academic programs. Previously this section of the bylaws contained language that did not adequately articulate the authority of the Council.

Section 13.21.3 more clearly outlines the existing role of the Council in the process of establishing graduate program degrees and changes to existing graduate degrees. It further clarifies and codifies the role of the Council Chair in consulting with faculty regarding new graduate program proposals. Changes to this section also correct and reflect the proper role of both the Council and the Committee on Planning and Budget according to systemwide policy and deletes language reflecting obsolete Council practices. The practice of notifying members of the Santa Cruz Division at least five calendar days in advance of consideration for new proposals is long obsolete, does not present a change to current practice, and would have no impact on the campus.

13.21.4 clarifies the plenary role of the Graduate Council and expands the description of the nature of its authority over graduate curriculum and courses of instruction.

Three new sections are proposed to the Graduate Council bylaws, each reflecting a thematic area of Council activities and authority. A new section 13.21.5 articulates the Council’s role in reviewing proposals and academic plans for the establishment of departments, schools, or colleges offering graduate and/or professional instruction and degrees, consistent with its authority over graduate curriculum. A new section 13.21.6 clearly outlines the advisory relationship of the Council to the Graduate Division on allocation of student support funds, consistent with its authority. A new section 13.21.7 clearly outlines the delegation policy and practice of the Council,

consistent with Senate bylaws 20 and 330C, and establishes a policy to monitor and review any administrative decisions delegated by the Council on an annual basis.

Existing Bylaw

Proposed Bylaw

<p>13.21.1 There are ten Santa Cruz Division members, plus the Dean of Graduate Studies serving ex officio. In addition, there are one Library representative nominated by the UCSC Librarians Association, no more than three Graduate Student Association representatives, and one Postdoctoral Scholars Association representative. Among the Division members, there are at least one, but no more than three members from each academic division and the School of Engineering. SB 330A specifies that the Dean of Graduate Studies may not serve as Chair or Vice Chair of the Graduate Council.</p>	<p>13.21.1 There are ten Santa Cruz Division members. plus The Dean of Graduate Studies servesing ex officio, and shall not serve as Chair or Vice Chair. In addition, there are one Library representative nominated by the UCSC Librarians Association, no more than three Graduate Student Association representatives, and one Postdoctoral Scholars Association representative. Among the Division members, there are at least one, but no more than three members from each academic division and the School of Engineering. SB 330A specifies that the Dean of Graduate Studies may not serve as Chair or Vice Chair of the Graduate Council.</p>
<p>13.21.2 The Graduate Council coordinates all academic procedures at Santa Cruz which bear on the conferring of higher degrees. It establishes policies regarding admission to candidacy for higher degrees, limitation of graduate study lists, appointment of committees in charge of candidates' studies and research, and the supervision of examinations for higher degrees. It approves on behalf of the Santa Cruz Division the award of higher degrees.</p>	<p>13.21.2 The Graduate Council coordinates sets all academic policies and procedures at on behalf of the Santa Cruz Division on matters pertaining to all graduate academic and professional programs. which bear on the conferring of higher degrees. It establishes policies regarding admission to candidacy for higher degrees, limitation of graduate study lists, appointment of committees in charge of candidates' studies and research, and the supervision of examinations for higher degrees. It approves on behalf of the Santa Cruz Division the award of higher degrees.</p>
<p>13.21.3 The Graduate Council reviews proposals for new programs for existing higher degrees and for the establishment of new higher degrees. At least five calendar days in advance</p>	<p>13.21.3 The Graduate Council reviews and approves proposals for new programs for existing higher degrees, and for the establishment of new higher degrees, and</p>

<p>of its consideration of such proposals, it notifies members of the Santa Cruz Division of the general nature of the proposals and invites interested members to submit memoranda with regard to them. Proposals approved by the Graduate Council and by the Committee on Planning and Budget are recommended by the Council to the Coordinating Committee on Graduate Affairs.</p>	<p>changes in existing graduate programs, including, but not restricted to, addition or deletion of programs within existing degrees, joint programs across departments or schools or campuses, and discontinuation of programs. At least five calendar days in advance of its consideration of such proposals, it notifies members of the Santa Cruz Division of the general nature of the proposals and invites interested members to submit memoranda with regard to them. The Council Chair may also act as a pre-consultant for new graduate programs and provide feedback to the proposing faculty. Proposals approved by the Graduate Council, and by after consultation with the Committee on Planning and Budget, are recommended by the Council to the Coordinating Committee on Graduate Affairs.</p>
<p>13.21.4 The Graduate Council has plenary authority in all matters relating to graduate courses of instruction in the Santa Cruz Division. On these matters, the Council maintains liaison with the Divisional Committee on Educational Policy.</p>	<p>13.21.4 The Graduate Council has plenary authority in all matters relating to graduate curricula and courses of instruction in the Santa Cruz Division. The Graduate Council monitors and ensures the quality, viability, and appropriateness of existing graduate programs, and ensures that the graduate curricula are in compliance with Senate Regulations and educational policies. The Council approves catalog program statements and degree requirements for all graduate programs. On these matters, the Council maintains liaison with the Divisional Committee on Educational Policy.</p>
	<p>13.21.5 The Council reviews proposals and academic plans for the</p>

	establishment of academic units (departments, schools and colleges), offering or intending to offer graduate and/or professional instruction and degrees.
	13.21.6 The Council advises the Graduate Division on policies and procedures for the allocation of graduate student support funds.
	13.21.7 Consistent with Senate Bylaws 20 and 330C, the Council may delegate to the Dean of Graduate Studies routine administrative decisions related to the academic regulations and policies of the Graduate Council. The Graduate Council will monitor and review on an annual basis these delegated decisions.

Respectfully submitted;
GRADUATE COUNCIL
John Bowin
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Dean Mathiowetz
Stefano Profumo
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Sue Carter, *ex officio*
Ken Kletzer, Chair

Christy Caldwell, Library Rep
Jeb Purucker, Graduate Student Rep
Erica Smeltzer, Graduate Student Rep

May 7, 2015

A Resolution Calling on the UC Academic Council to Request that all Divisional Senates (a) Discuss and (b) Vote to Support a Memorial to the Regents to Divest the UC's General Endowment Pool of Fossil Fuel Holdings

Whereas the threat posed by climate change is perhaps the biggest challenge facing humanity in the course of the 21st century, and the international community has consistently held that a total rise of less than 2 degrees Celsius is the maximum permissible warming of the planet,¹ beyond which the risk of uncontrollable and devastating climate change increases unacceptably, and

Whereas the remaining atmospheric space for additional greenhouse gas emissions is estimated at approximately 1000 gigatons of carbon dioxide (CO₂) or its equivalent in other greenhouse gases to give a 66 percent chance of staying below 2°C in this century,² and

Whereas the proven world fossil fuel reserves (natural gas, oil, and coal) are currently estimated at about 3,000 gigatons of CO₂, three times the additional greenhouse gas emissions “budget” that, if burned, yields only a 2/3rds chance of staying below 2°C, and

Whereas the University of California, and UC Santa Cruz in particular, should be at the forefront of building a sustainable future, and in a great many ways, already are making critical contributions in research, teaching, and community service that address the threat of climate change, and finally,

Whereas, the UCSC Student Union Assembly, the Associated Students of UC Santa Barbara, and the student associations of five other UC campuses have called upon the Regents of the University of California to divest the UC's General Endowment Pool from its holdings in the fossil fuel industry,

Therefore be it resolved that, we, the Faculty Senate of UC Santa Cruz, call upon Academic Council of the University of California to request that each UC campus's Divisional Senate (a) discuss divestment and (b) endorse a Memorial to the Regents to divest the UC General Endowment Pool from direct ownership of fossil fuel public equities and corporate bonds, and of any commingled funds that include such equities and bonds.

¹ That is, 2 degrees since about 1800, the dawn of the Industrial Revolution. This benchmark has been repeatedly affirmed at U.N. climate summits, such as the one in Durban, South Africa, in 2011 (UNFCCC, “The Durban Platform,” http://unfccc.int/key_steps/durban_outcomes/items/6825.php)

² IPCC, 2013: Summary for Policymakers. In: Climate Change 2013: The Physical Science Basis. Contribution of Working Group I to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change [Stocker, T.F., D. Qin, G.-K. Plattner, M. Tignor, S.K. Allen, J. Boschung, A. Nauels, Y. Xia, V. Bex and P.M. Midgley (eds.)]. Cambridge University Press, Cambridge, United Kingdom and New York, NY, USA.