

Meeting Call for Regular Meeting of the Santa Cruz Division
Wednesday, May 16, 2018 at 2:30 p.m.
Kresge Town Hall
ORDER OF BUSINESS

1. Approval of Draft Minutes
 - a. Draft Minutes of February 21, 2018 (AS/SCM/321)
2. Announcements
 - a. Chair Einarsdóttir
 - b. Chancellor Blumenthal
 - c. Campus Provost/Executive Vice Chancellor Tromp
3. Report of the Representative to the Assembly (none)
4. Special Orders: Annual Reports
CONSENT CALENDAR:
 - a. Committee on Faculty Research Lecture (AS/SCP/1893) p.1
5. Reports of Special Committees
 - a. Special Committee on Development and Fundraising
 - i. Motion for Continuation (AS/SCP/1899) p.3
6. Reports of Standing Committees
 - a. Committee on Committees
 - i. 2018-19 Committee Roster (AS/SCP/1894) p.4
 - b. Committee on Faculty Welfare
 - i. Faculty Salary Analysis, April 2018 (AS/SCP/1895) p.7
 - ii. Oral Report: Updates on Child Care
 - c. Committee on Educational Policy
 - i. Amendment to Regulation 10.4.7 (AS/SCP/1896) p.28
 - ii. Report on Planned Reconfiguration of Classrooms in Kresge College (AS/SCP/1897) p.31
 - d. Committee on Library and Scholarly Communication
 - i. Change to bylaw 13.23 (AS/SCP/1898) p.33
 - e. Committee on Teaching
 - i. Oral Report: New Online Course Evaluations at UCSC
7. Report of the Student Union Assembly Vice President of Academic Affairs
 - i. Oral Report: Classroom and Lecture Availability Student Survey p.35
8. Report of the Graduate Student Association President
9. Petitions of Students (none)
10. Unfinished Business (none)
11. University and Faculty Welfare (none)
12. New Business
 - a. Strategic Academic Plan – Update on Process and Q&A

May 11, 2018
Academic Senate
Santa Cruz Division

Dear Colleagues,

I invite you to join us at the Spring Academic Senate meeting on Wednesday May 16, 2018 in the Kresge Town Hall from 2:30 - 5:00 pm. The meeting will be followed by a reception hosted by the Chancellor and the Senate.

The agenda of the meeting may be reviewed at: <https://senate.ucsc.edu/senate-meetings/agendas-minutes/2017-2018/2018-may-16-meeting/index.html>

The agenda will focus on important topics up for divisional review, approval, and discussion. The highlights include:

- an update from campus leadership
- the announcement of the 2019 Faculty Research Lecturer
- a report on faculty salaries (including gender and ethnicity salary gaps) and updates on faculty childcare from the Committee on Faculty Welfare (CFW)
- a report and solicitation for feedback by the Committee on Teaching (COT) regarding student evaluations of teaching
- Committee on Educational Policy (CEP) recommendations on the Kresge classrooms
- regulation and bylaw updates from CEP and the Committee on Library and Scholarly Communication (COLASC)
- Reports from the Student Union Assembly (SUA) and Graduate Student Association (GSA)
- [Strategic Academic Planning](#) (SAP) updates, followed by Q&A

This has been an exciting year on campus as we engage on multiple fronts to define our campus identity in terms of shape and research foci. It is more important than ever to stay connected and informed. As you know, the campus is undertaking both Strategic Academic Planning (SAP) and Long Range Development Planning (LRDP), and the Baskin School of Engineering is undergoing reshaping. Childcare for faculty is slated to open as early as Fall 2019. Those of us serving in the Senate are asked nearly every week to opine on critical campus issues related to different committees' purviews as well as from a more general faculty perspective.

In this context, I would like to thank all our faculty members currently serving on Senate and special committees for their service. I truly appreciate the hard work you have put into various committee issues and projects. Your service is invaluable to the campus. I also want to thank all of you who have participated in various focus groups and surveys conducted by the LRDP, SAP, Committee on Career Advising (CCA), Center for Teaching and Learning (CITL), and many more. Additionally, I want to thank Chancellor Blumenthal and CP/EVC Tromp for their collaborations with the Senate.

I am grateful for having had the privilege of serving as Academic Senate Chair over the past two years, and I look forward to seeing you on Wednesday, May 16th for my final meeting as chair.

Ólöf Einarsdóttir, Chair



Academic Senate
Santa Cruz Division

SUBMISSION OF PROPOSED CORRECTIONS TO THE MINUTES
February 21, 2018 Senate Meeting

The draft minutes from the February 21, 2018 Senate meeting were distributed via email on April 10, 2018 and will be presented for approval at the Senate Meeting on May 16, 2018. 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, Tuesday, May 15, 2018**. They should be addressed to the Secretary, c/o Academic Senate Office, 125 Kerr Hall or via email to senate@ucsc.edu.

Heather Shearer, Secretary
Academic Senate
Santa Cruz Division

April 10, 2018

COMMITTEE ON FACULTY RESEARCH LECTURE
Annual Report 2017-18

To: Academic Senate, Santa Cruz Division

The Committee on the Faculty Research Lecture enthusiastically nominates Lise Getoor, Professor of Computer Science and founding Director of the Data, Discovery, and Decisions (D3) Research Center at UC Santa Cruz, as the Faculty Research Lecturer for the 2018-2019 academic year.

Professor Getoor's research areas include machine learning and reasoning under uncertainty, with a focus on graph and network data. In addition she works in data management, visual analytics, and social network analysis. She has over 200 publications, including eleven best paper awards, over 17,000 citations, an h-index of 60. In 2014, she was recognized as one of the top ten emerging researchers leaders in data mining and data science based on citation and impact according to KDD Nuggets. Most recently, she is spearheading a cross-disciplinary team of computer scientists, statisticians, and mathematicians to develop the tools and techniques needed to understand large, complex datasets in fields as diverse as social sciences, biology, cybersecurity, and computer networking. The project will address the challenges of incompleteness, uncertainty, and bias in large, heterogeneous sets of interconnected data and is supported with a \$1.5 million National Science Foundation (NSF) grant.

Professor Getoor completed her B.S. in Computer Science at UC Santa Barbara with highest honors in 1986, her M.S. in Computer Science at UC Berkeley in 1989, and her PhD in Computer Science from Stanford University in 2001. During the period between her MS and PhD, she worked in industry and at the NASA-Ames Research Center. After receiving her Ph.D. in 2001, she was first Assistant Professor, and then Associate Professor and Full Professor of Computer Science at the University of Maryland, College Park. In November, 2013, she came to UCSC as Professor of Computer Science. Professor Getoor is a Fellow of the National Association for Artificial Intelligence (AAAI), an elected board member of the International Machine Learning Society, serves on the National Academy of Science Data Science Education Roundtable, and has served on the board of the Computing Research Association (CRA). She has served as Action Editor of Machine Learning Journal, Associate Editor for Association for Computing Machinery (ACM) Transactions of the International Conference on Knowledge Discovery from Data (KDD), Associate Editor of Journal of Artificial Intelligence, and was an elected member of the AAAI Council. She was co-chair for Association for the Advancement of Artificial Intelligence (ICML) 2011, and has served on the program committees of many conferences, including the senior PC of AAAI, ICML, KDD, the Conference on Uncertainty in Artificial Intelligence (UAI), the ACM International Conference on Web Search and Data Mining (WSDM), the ACM Conference on Management of Data (SIGMOD), the Conference on Very Large Data Base (VLDB), and the International World Wide Web Conference (WWW). She is a recipient of an NSF Career Award. She is on the external advisory board for the San Diego Super Computer Center, the scientific advisory board for the Max Planck Institute for Software Systems, and has served on the advisory board for companies including Sentient Technologies.

Professor Getoor is also much in demand as a speaker beyond the campus. Notable seminars and lectures in 2017-18 include the SysML Conference; the International Conference on Neural Information Processing (NIPS); Distinguished Speaker, Microsoft Computing in the 21st Century, Harbin, CH; and lecture at the American Statistical Association's Annual Joint Meeting on Statistics (JSM) on Data Science: Collaborations Across Computer Science and Statistics. In 2016 she was the Keynote Speaker at the International Conference on Advances in Social Networks Analysis and Mining (ASONAM); Keynote and Tutorial Speaker, Alberto Mendelzo International Workshop on Foundations of Data Management; Keynote Speaker, International Conference on Weblogs and Social Media; and Keynote Speaker, International Conference on Knowledge Representation and Reasoning. She has also given numerous talks to industry (Google, Netflix, Facebook, Samsung, Adobe, and other venues); mentoring talks for new professors at Grace Hopper Conference for Women in Computer Science, the Women in Machine Learning Workshop, the Women in Data Science Conference, and a commencement speech at Virginia Commonwealth University.

Professor Getoor is an actively engaged citizen of our campus. Most notably, she served as Associate Dean of Research for the Baskin School of Engineering from 2013-2015 and as a member of the 2014 search committee for the Dean of BSOE; and organized the Spring Data Science Afternoon from 2013-15, in addition to hosting many invited notable speakers to campus, including: Lada Adamic, Tanya Berger-Wolfe, Tina Eliassi-Rad, Rayid Ghani, Ray Mooney, Peter Norvig, Dan Roth, and Ben Shneiderman. She plays an active role in recruiting and mentoring junior faculty. She also serves as the supervisor for several Postdocs and numerous PhD, MS, and undergraduate students.

We are proud to nominate our esteemed colleague to present her very timely and influential research to the University and to the larger community as the 2018-19 Faculty Research Lecturer.

Respectfully submitted;
COMMITTEE ON FACULTY RESEARCH LECTURE
Sandy Chung
Daniel Friedman
Daniel Kim
Seth Rubin
Jennifer Parker, Chair

May 1, 2018

SPECIAL COMMITTEE ON DEVELOPMENT AND FUNDRAISING
Motion for Continuation

To: Academic Senate, Santa Cruz Division

Background

The [Special Committee](#) was established September 1, 2014 and was approved to be convened through June 30, 2017. The Special Committee has been reporting annually and is currently exploring the possibility of becoming a regular standing committee of the Senate.

Motion

Presented to the Senate for approval is a motion to allow the Special Committee on Development and Fundraising to continue through August 31, 2019 after which it will present findings or propose an amendment to the Senate bylaws to establish itself as a standing committee.

Respectfully submitted;
Maureen Callanan, Chair COC
Susan Gillman, Chair SCDF

May 4, 2018

COMMITTEE ON COMMITTEES
Committee Nominations for 2018-19

To: Academic Senate, Santa Cruz Division

Santa Cruz Division of the Academic Senate

2018-19 Committee Membership

OFFICERS

Kimberly	Lau	Chair	Literature
David	Brundage	Vice Chair	History
Amanda	Smith	Secretary	Literature
Don	Potts	Parliamentarian	Ecology & Evolutionary Biology

ASSEMBLY REPRESENTATIVES

Janette	Dinishak	Assembly Rep.	Philosophy
David	Brundage	Assembly Rep.	History

EXECUTIVE COMMITTEE (SEC)

Kimberly	Lau	Chair	Literature
David	Brundage	Vice Chair	History
Amanda	Smith	Secretary	Literature
Janette	Dinishak	Assembly Rep.	Philosophy
Grant	McGuire (F&W)	(CFW)	Linguistics
Rita	Mehta	(CAFA)	Ecology & Evolutionary Biology
Onuttom	Narayan	(CEP)	Physics
Elizabeth	Abrams	(CAAD)	Writing
Jorge	Hankamer	(P&T)	Linguistics
Jarmila	Pitterman	(COR)	Ecology & Evolutionary Biology
Lynn	Westerkamp	(CAP)	History
Gina	Dent	(GC)	Feminist Studies
Bruce	Schumm	(CPB)	Physics
Jeremy	Hourigan	(CIE)	Earth & Planetary Sciences

ACADEMIC FREEDOM (CAF)

Gail	Hershatler	Chair/UCAF Rep	History
Danny	Scheie (F&S)		Theater Arts
Jessica	Taft		Latin American & Latino Studies
Michael	Dine		Physics

ACADEMIC PERSONNEL (CAP)

Lynn	Westerkamp	Chair/UCAP Rep	History
Junko	Ito		Linguistics
Larry	Polansky		Music
Dan	Wirls		Politics
Scott	Oliver		Chemistry & Biochemistry
Andy	Moore		Ocean Sciences
Phokion	Kolaitis		Computer Science
Eileen	Zurbruggen		Psychology

ADMISSIONS & FINANCIAL AID (CAFA)

Rita	Mehta	Chair	Ecology & Evolutionary Biology
David	Smith	BOARS Rep	Physics
TJ	Demos		History of Art & Visual Culture
Juan	Poblete		Literature
Carlos	Dobkin		Economics
Jennifer	Taylor		Film & Digital Media
Hongyun	Wang		Applied Math & Statistics

AFFIRMATIVE ACTION & DIVERSITY (CAAD)

Elizabeth	Abrams	Chair/UCAAD Rep	Writing
Ronaldo	Wilson		Literature
Vanita	Seth		Politics
Mark	Anderson		Anthropology
Laurie	Palmer (F&W)		Art
Shaowei	Chen		Chemistry & Biochemistry
Marcella	Gomez		Applied Math & Statistics

CAREER ADVISING (CCA)

Judy	Scott	Chair	Education
Anna	Friz (F&W)		Film & Digital Media
Ivy	Sichel		Linguistics
Carrie	Partch		Chemistry & Biochemistry
Michael	Wehner		Computer Engineering

COMMITTEE ON COMMITTEES (COC)

Patty	Gallagher		Theater Arts
Kate	Jones		History
Matt	McCarthy		Ocean Sciences
Judith	Habicht Mauche		Anthropology
Luca	De Alfaro		Computer Science

COURSES OF INSTRUCTION (CCI)

Noriko	Aso	Chair	History
Narges	Norouzi		Computer Science
Susan	Schwartz		Earth & Planetary Sciences
Albert	Narath		History of Art & Visual Culture
Hiroataka	Tamanoi		Mathematics
Cecilia	Rivas		Latin American & Latino Studies

EDUCATIONAL POLICY (CEP)

Onuttom	Narayan	Chair /UCEP Rep	Physics
Micah	Perks		Literature
Megan	Thomas		Politics
Dongwook	Lee		Applied Math & Statistics
Bruce	Cooperstein		Mathematics
Noah	Finnegan		Earth & Planetary Sciences
Elisabeth	Cameron		History of Art & Visual Culture
Needhi	Bhalla		Molecular, Cell, & Developmental Biology

EMERITI RELATIONS (CER)

Barry	Bowman	Chair	Molecular, Cell, & Developmental Biology
Dominic	Massaro		Psychology
Norma	Klahn		Literature
Michael	Isaacson		Electrical Engineering
Anatole	Leikin		Music

FACULTY RESEARCH LECTURE (CFRL)

Seth	Rubin	Chair	Chemistry & Biochemistry
Susan	Strome		Molecular, Cell, & Developmental Biology
Daniel	Kim		Biomolecular Engineering
Barbara	Rogoff		Psychology
Sean	Keilen		Literature

FACULTY WELFARE (CFW)

Grant	McGuire (F&W)	Chair/UCFW Rep	Linguistics
Su-hua	Wang		Psychology
Nico	Orlandi		Philosophy
Longzhi	Lin		Mathematics
Yiman	Wang		Film & Digital Media
Tesla	Jeltema (F&W)		Physics
Eve	Zyzik		Languages & Applied Linguistics
Abel	Rodriguez		Applied Math & Statistics

GRADUATE COUNCIL (GC)

Gina	Dent	Chair/CCGA Rep	Feminist Studies
John	Bowin		Philosophy
Melissa	Caldwell		Anthropology
Alex	Pang		Computer Science
Tracy	Larrabee		Computer Engineering
Pranav	Anand		Linguistics
Robert	Johnson		Physics
Marianne	Weems		Theater Arts
Dejan	Milutinovic		Computer Engineering
Sharon	Daniel		Digital Arts & New Media
Andrew	Fisher		Earth & Planetary Sciences

INFORMATION TECHNOLOGY (CIT)

Jose	Renau	Chair/UCCC Rep	Computer Engineering
Josh	Stuart		Biomolecular Engineering
Leila	Takayama		Psychology
Frank	Bauerle		Mathematics
Lawrence	Andrews		Film & Digital Media
Zac	Zimmer		Literature
Ethan	Miller		Computer Engineering

INTERNATIONAL EDUCATION (CIE)

Jeremy	Hourigan	Chair/UCIE Rep	Earth & Planetary Sciences
Matthew	Sparke		Politics
Nina	Treadwell (F&W)		Music
Sri	Kurniawan		Computational Media
Enrique	Martinez-Leal		Art
Rebecca	Braslau		Chemistry & Biochemistry
Camilo	Gomez-Rivas		Literature

LIBRARY AND SCHOLARLY COMMUNICATION (COLASC)

Karen	Ottemann	Chair/UCOLASC Rep	Microbiology & Environmental Toxicology
Justin	Marion		Economics
Abe	Stone		Philosophy
Chris	Chen		Literature
Don	Brenneis		Anthropology
Brent	Haddad		Environmental Studies and Technology Management

PLANNING & BUDGET (CPB)

Bruce	Schumm	Chair/UCPB Rep	Physics
Zsuzsanna	Abrams		Languages & Applied Linguistics
Nirvikar	Singh		Economics
Matthew	Clapham		Earth & Planetary Sciences
Lindsay	Hinck		Molecular, Cell, & Developmental Biology
David	Helmbold		Computer Science

PRIVILEGE & TENURE (P&T)

Jorge	Hankamer	Chair/UCPT Rep	Linguistics
Dee	Hibbert-Jones		Art
Elizabeth	Beaumont		Politics
Roberto	Manduchi		Computer Engineering
Julie	Guthman		Sociology
Muriam	Davis		History
Carol	Shennan (F&W)		Environmental Studies

RESEARCH (COR)

Jarmila	Pitterman	Chair/UCORP Rep	Ecology & Evolutionary Biology
Yu	Zhang		Electrical Engineering
Marilou	Sison-Mangus		Ocean Sciences
Charles	Hedrick		History
Ben	Storm		Psychology
Slawek	Tulaczyk		Earth & Planetary Sciences
Darrell	Long		Computer Engineering
Chelsea	Blackmore		Anthropology
Karlton	Hester		Music

TEACHING (COT)

Kimberly	Helmer	Chair	Writing
Sylvanna	Falcon		Latin American & Latino Studies
Nick	Brummell		Applied Math & Statistics
John	MacMillan		Chemistry & Biochemistry

RULES, JURISDICTION & ELECTIONS (RJ&E)

Jason	Nielsen (F&W)	Chair, UCRJ	Physics
Bali	Sahota		Literature
Ken	Pedrotti		Electrical Engineering
David	Dunn		Music
Eleanora	Pasotti		Politics

SPECIAL COMMITTEE ON DEVELOPMENT AND FUNDRAISING

Susan	Gillman	Chair	Literature
Daniele	Venturi		Applied Math & Statistics
Alan	Christy		History
Soraya	Murray		Film & Digital Media
Enrico	Ramirez-Ruiz		Astronomy & Astrophysics

SHADOW CAP

Todd	Lowe		Biomolecular Engineering
Emily	Brodsky		Earth & Planetary Sciences
Hiroshi	Fukurai		Sociology
Carolyn	Dean		History of Art & Visual Culture

P&T Advisors

Raoul	Birnbaum (W&S)		History of Art & Visual Culture
Michael	Loik		Environmental Studies
Triloki	Pandey		Anthropology

Career Equity Advisors

Judit	Moschkovich		Education
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Respectfully Submitted;
 COMMITTEE ON COMMITTEES
 Brandin Baron Nusbaum
 Kate Jones
 Raphael Kudela
 Noah Wardrip Fruin
 Maureen Callanan, Chair

May 4, 2018

COMMITTEE ON FACULTY WELFARE
Faculty Salary Analysis, April 2018

To: Academic Senate, Santa Cruz Division

The Committee on Faculty Welfare (CFW) annually reviews faculty salary comparative data and recently finalized its analysis of faculty salaries on the most recent data available, comparing UCSC with the other UC Campuses. The committee's latest analysis was completed in spring 2018. The data used in the analysis correspond to the October 2016 payroll extract in the UC Office of the President Corporate Data Warehouse as provided to CFW on February 2, 2018 by the office of Assistant Vice Provost of Academic Personnel (AVP) McClintock. As in previous years, this data set does not include professional schools, and it does not reflect all 2016-17 personnel actions, nor the July 1, 2017 academic salary plan. The data contained salary information on 7,567 faculty members from all campuses except UC San Francisco, a primarily medical campus. Of these faculty, 1,593 were on the Business, Economics and Engineering (BEE) scale, and 5,974 were on the regular (REG) scale.

In addition to the comparative study across the UC system, this year a central focus of CFW's analysis is salary equity across gender, ethnicity, and academic affiliations within the UCSC campus (CFW did not receive any system-wide data which included gender, ethnicity, and academic affiliations). The data set we used for this analysis reflects UCSC salaries as of the academic year 2017-18, and it includes recent retention reviews data.

The remainder of this salary analysis is structured as follows: we start with a critical review of the Annual Report of Faculty Salary Competitiveness from the Academic Personnel Office.¹ (APO), and make four recommendations for future APO salary competitiveness studies; we then present our equity study, which comprises three sections: (1) ethnicity and gender salary and salary growth gaps; (2) the role and equitability of retention actions as they impact salaries and salary growth; and (3) salary and salary growth equity across academic divisions and departments.

¹ <https://apo.ucsc.edu/advancement/data-and-reports/index.html>

EXECUTIVE SUMMARY

Finding 1: UCSC salaries continue to lag behind system-wide levels, up to 8.5% for Above-Scale professors on the REG scale. The gap between UCSC median salaries and UC system-wide salaries increased compared to last year, even though the (original, uncurtailed) Special Salary Practice (SSP) was still in place for 2016-17 personnel actions. CFW anticipates that with the drastic changes and reduction in scope for the SSP, salary gaps will continue to grow. The situation is dismal for the top 25% and even worse for the top 10% at a given rank/step, and, when considering cost of living, makes UCSC salaries largely non-competitive even just compared to our sister UC campuses. CFW advises future APO analyses to: (1) Eliminate the misleading and inappropriate use of and comparison to 7-campus medians; (2) Include Above Scale faculty salaries; (3) Factor in estimates of cost of living; (4) Include a comparison to past years' figures.

Finding 2: UCSC faculty salaries have a "gender gap" of -10.4%, or \$14,648/yr and an "ethnicity gap" (non-white versus white) of -11.8%, or \$16,683/yr. Faculty at higher ranks and steps and with longer tenure at UCSC are increasingly less "diverse" both in gender and ethnicity, which explains in part the aggregate salary gaps. CFW finds a significant and persistent gender gap at the Assistant Professor rank (5.7% or \$5,655/yr) and at the Full Professor (6-9) rank (4.3%, or \$7,710/yr). Salary growth did not show a significant gender or ethnic bias.

Finding 3: CFW's study indicates the highly significant role that retention actions play in affecting overall compensation. Faculty who had a retention review have significantly higher median salaries and annual median salary growth. Given the large gender, ethnicity, and academic affiliation variance in retention actions, salary growth is intrinsically inequitable, for instance disproportionately benefitting male over female faculty members and certain academic divisions and departments and not others. CFW reiterates the recommendation made last year to adopt salary strategies that better reward and compensate meritorious faculty within the normative personnel action path such as an enhanced version of the Special Salary Practice.

Finding 4: UCSC exhibits a strong correlation between low average salaries and the representation of female faculty in a given department, but no such correlation exists in salary growth or based on ethnicity (white versus non-white faculty fraction by department); CFW finds that the Arts division has a systematically low promotion rate, resulting in a low salary growth; CFW did not find evidence for promotion growth bias based on gender or ethnicity at UCSC.

COMPARISON OF UCSC MEDIAN SALARIES TO SYSTEM-WIDE SALARIES

The January 2018 “Annual Report of Faculty Salary Competitiveness”, prepared by the UCSC Academic Personnel Office² serves “*to monitor progress toward the two goals outlined in the Joint Task Force Report³, namely:*

- 1) *to raise the median off-scale dollar amount at UCSC to the median off-scale amount at the next lowest campus-- then UC Davis-- by July 1, 2009; and*
- 2) *to raise UCSC’s median faculty salary to the UC systemwide (9-campus) median by July 1, 2011. ”* The report subsequently indicates that “*Since the 2008 Task Force Report, “off-scale dollars” has become increasingly unreliable as a measure of salary competitiveness ”* and that, as a consequence the report “*now focuses on overall faculty salary median, with the understanding that the variation between campuses is a result of differing practices and mechanisms to increase the off-scale components. ”*

Additionally, the report specifically indicates (despite its title) that it “*does not address issues of faculty salary market competitiveness*”, including not addressing the issue of cost of living, which was a core focus of CFW’s analysis last year. The report separately considers the Regular scale (REG) and the Business, Engineering, Economics (BEE) Scale.

CFW respectfully advises future salary analysis to:

1. **Eliminate the misleading and inappropriate use of and comparison to 7-campus medians.** There is no rationale at all in excluding UCLA and UCB from salary comparison, as already emphasized in CFW’s 2016-17 report. First, it is important to note (as also noted in CFW’s Faculty Salary Analysis last year⁴) that both UCLA and UCB are coastal/city campuses, with cost of living similar (and, in fact, by all three measures considered by CFW’s analysis last year, *lower!*) to Santa Cruz. Second, our campus systematically uses cross-campus equity (including UCB and UCLA) as metric for the UC-wide system to aspire to (e.g., non-resident student enrollments, re-benching, student aid, admissions standards, etc.). Third, Senate (Senate Executive Committee and CFW) reports commenting on and assessing the Special Salary Practice/Merit Boost Plan have since inception (Senate-Administration Task Force on Faculty Salaries Report, September 10, 2008) insisted on the need to pursue the 9-campus median as a necessary goal of the program. CFW reiterates that continuing to offer comparisons to 7-campus medians is misleading and inappropriate, and should be eliminated from future analysis and disregarded in evaluating the findings of this year’s APO faculty salary study.
2. **Include Above Scale faculty salaries.** Approximately 8.5% of all Senate faculty are Above Scale, with similar numbers at other UC campuses. These faculty are obviously a very active and important component of our faculty. There is no rationale at all for factoring out these faculty members based on the fact that their salaries are Above Scale, especially in view of the fact that a very small fraction of salaries have no off-scale

² UCSC Academic Personnel Office Annual Report of Faculty Salary Competitiveness, January 2018

³ Senate-Administrative Task Force on Faculty Salaries Report, September 10, 2008

⁴ Committee on Faculty Welfare Faculty Salary Analysis Academic Senate Report, January 2016

compensation, making any reference to on-scale salaries fairly meaningless. We strongly urge future APO studies to include above-scale salaries.

3. **Include estimates of cost of living.** A study titled “Report of Faculty Salary Competitiveness” that explicitly mentions that it does not “address issues of faculty salary market competitiveness [and] cost of living” is of very limited use. CFW is of the opinion that any meaningful and useful (to both faculty members and the administration) faculty study must include an assessment of cost of living, as critical decisions such as new hires and retentions obviously do. There is no merit or usefulness in comparing dollar-to-dollar salaries across campuses where cost of living differs by up to around 30%, the difference between cost of living in Santa Cruz and Merced⁵.
4. **Include a comparison to past years’ figures:** the APO analysis fails to compare faculty salary gaps between UCSC and UC system-wide medians now versus past years.

CFW decided to address some of the shortcomings listed above in the present section of our salary analysis. Figure 1 focuses on the REG scales, and compares the median salary gaps at given ranks and steps between UCSC and UC-system medians. Unlike what the APO study states, gaps are larger than 3% (the gap for above-scale faculty is at 8.5%, or almost \$17,000). Additionally, with the exception of Associate and Professor 6-9, the gap between UCSC and UC-wide median salaries is widening, even though the Special Salary Practice (SSP) was still in place for 2016-17 personnel actions. CFW anticipates that with the drastic changes and reduction in scope for the SSP, salary gaps will continue to grow (as CFW’s study last year, comparing historical trends before and after the institution of the SSP at UCSC had predicted).

The situation is markedly worse with the high-end salaries (75th and 90th percentile, corresponding to the top 25% and 10% salaries at a given rank/step). We note that none of these salary comparisons include cost of living, and that our analysis last year indicated that including cost of living places UCSC salaries gaps at the 10% or greater level. UCSC salaries therefore continue to be not competitive with salaries at other UC campuses, and the drastic reduction of the scope of the SSP goes in the opposite direction to addressing this critical strategic issue.

Fig.2 shows the same analysis for the BEE scale. Here the trend compared to the previous year is not as bad, but salary gaps continue to exist, especially above scale and for the higher percentiles.

⁵ Committee on Faculty Welfare Faculty Salary Analysis Academic Senate Report, January 2016

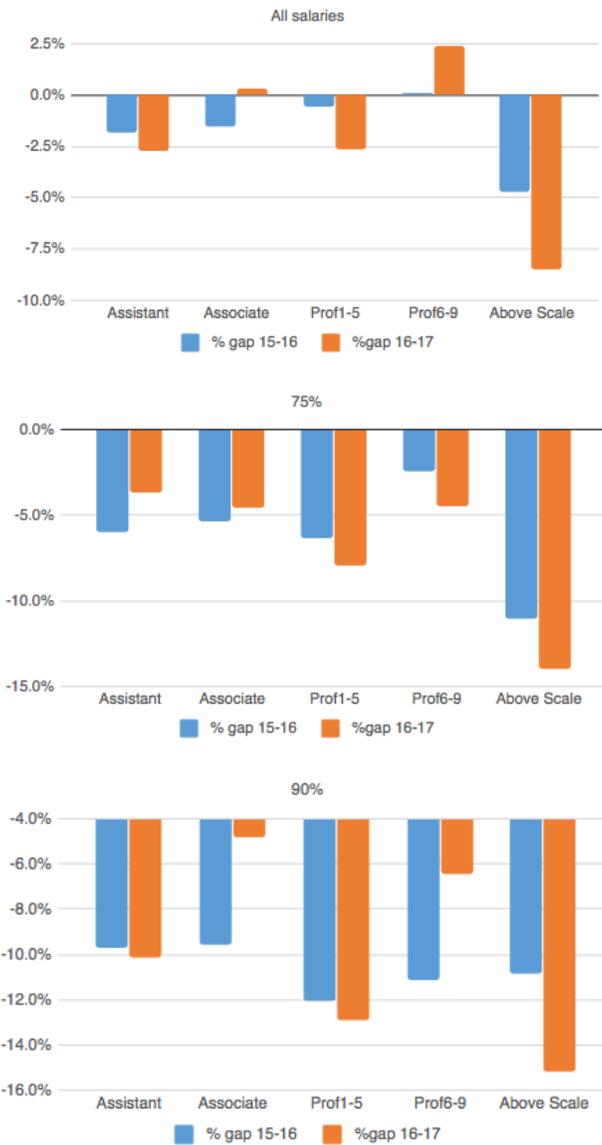


Figure 1: Comparison between 2015-16 (blue) and 2016-17 (orange) median salary gaps for UCSC versus UC system-wide medians at a given rank/step, for all salaries (top), the highest 25% salaries at a given rank/step (middle) and the highest 10% salaries (bottom) for the REG scale

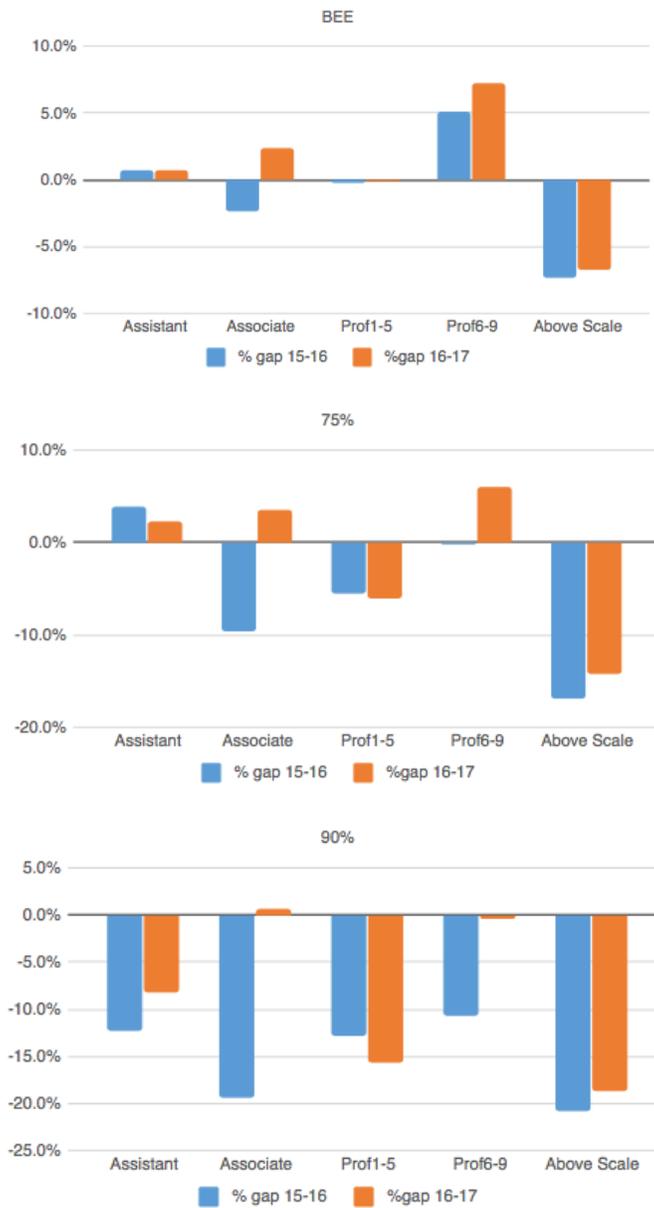


Figure 2: As in fig.1, but for the BEE scale

SALARY EQUITY STUDY: (1) ETHNICITY AND GENDER

CFW analyzed data provided by the APO on November 29, 2017⁶, and December 7, 2017⁷, which included data on ethnicity, gender (M/F), initial hire date and rank/step, initial hire salary, 2017-18 rank, step and salary, departmental affiliation, and an (incomplete) list of 141 successful-only retention reviews, limited to retentions from 2000-01 onward. The data referred to a total of 580 faculty members.

With the intent of analyzing possible salary inequities on the basis of ethnicity, CFW simplified the ethnicities to six categories: Unknown (16), Native American (9), Black (18), Latino (53), Asian (140), and White (380); CFW also considered the breakdown of White (380) versus non-White (the remaining 200) faculty members.

Considering all salaries, thus the aggregate of REG and BEE salary scales, CFW finds that as of 2017-18 UCSC faculty salaries have a “gender gap” (defined as the difference between the average salary of female faculty members minus the average salary of male faculty members) of -10.4%, or \$14,648/yr; CFW also finds that UCSC faculty salaries have an “ethnicity gap” (defined as the difference between the average salary of non-white faculty members minus the average salary of white faculty members) of -11.8%, or \$16,683/yr (see figure 3).

Aggregate salary gaps do not compare faculty salaries for faculty members with the same length of appointment or rank/step. The demographics of UCSC faculty is highly skewed, as we illustrate in figures 4 and 5. Figure 4 illustrates the fraction, at a given rank/step, of non-white (blue columns) and of female (red columns) faculty members. Figure 5 shows the fraction, at a given rank/step, of white male faculty members. The figures portray the fact that faculty at higher ranks and steps and with longer tenure at UCSC are increasingly less “diverse” both in gender and ethnicity. This explains in part the aggregate salary gaps. The trend of growing diversity at lower faculty ranks indicates that campus efforts to increase diversity are delivering statistically significant results.

Breaking down the ethnicity and gender gap by rank/step, CFW found that there is no significant ethnicity salary gap (with the possible exception of the Associate professor rank), while there is a significant, persistent gender gap, especially, and worrisomely, at the Assistant Professor rank (5.7% or \$5,655/yr) and at the Full Professor (6-9) rank (4.3%, or \$7,710/yr). CFW strongly suggests further study of this gender gap, especially at junior ranks.

A critical measure of salary equity is salary growth. CFW studied (figures 8 and 9) the average annualized salary growth at a given rank/step for, again, white versus non-white faculty (fig. 8) and for female versus male faculty (fig. 9). CFW finds that salary growth is lower for the Assistant, Associate, and Full (5-9) Professor ranks for non-whites compared to whites; CFW also finds that female faculty salaries, on average, grow on par with male faculty salaries, with the possible exceptions of the Associate and Above Scale Professor ranks.

Finally, fig. 10 and 11 break down average salaries and average salary growth at given ranks and

⁶ McClintock to Profumo, 11/29/17, Re: CFW: Data Request

⁷ De La Garza to Profumo, 12/07/17, Re: CFW Data Request – Additional Info

steps by ethnicity. CFW did not identify statistically significant correlations between ethnicity and either salary or salary growth at a given rank/step.

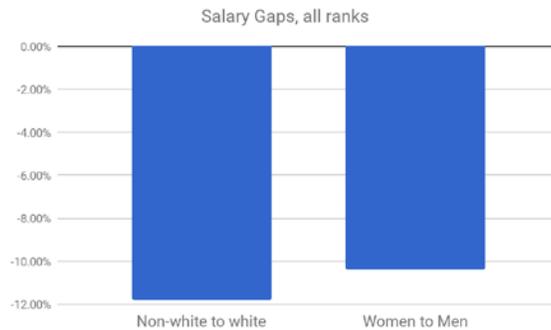


Figure 3: Aggregate faculty salary “gaps” by ethnicity (average non-white minus white faculty salaries at all ranks and steps) and by gender (average female minus male faculty salaries at all ranks and steps)

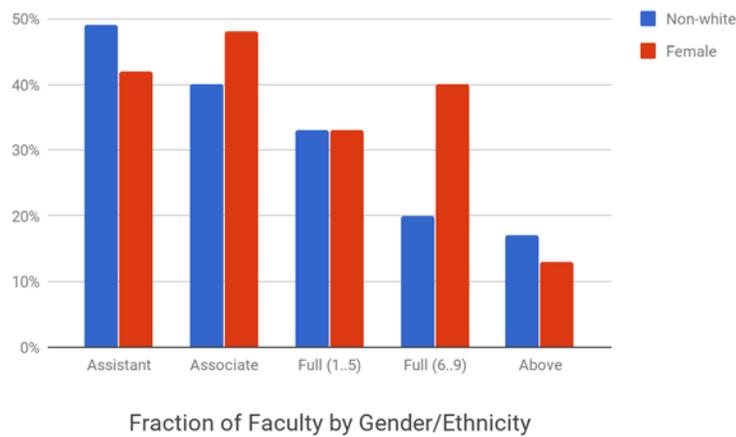


Figure 4: Fraction of non-white (blue columns) and of female (red columns) faculty members at a given rank/step (UCSC, 2017-18)

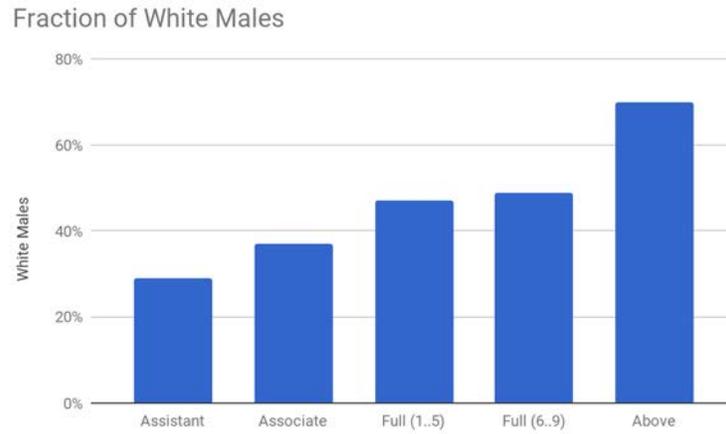


Figure 5: Fraction of white male faculty members at a given rank/step (UCSC, 2017-18)

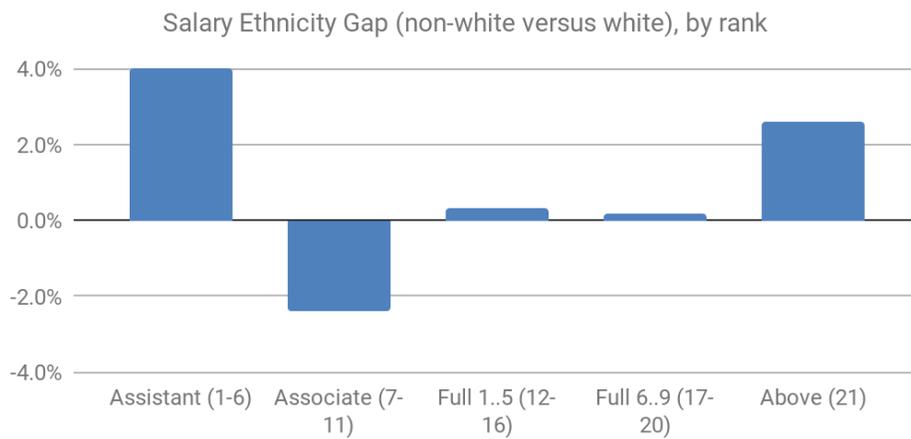


Figure 6: Salary “ethnicity gap” (non-white versus white faculty members) at a given rank/step (UCSC, 2017-18)

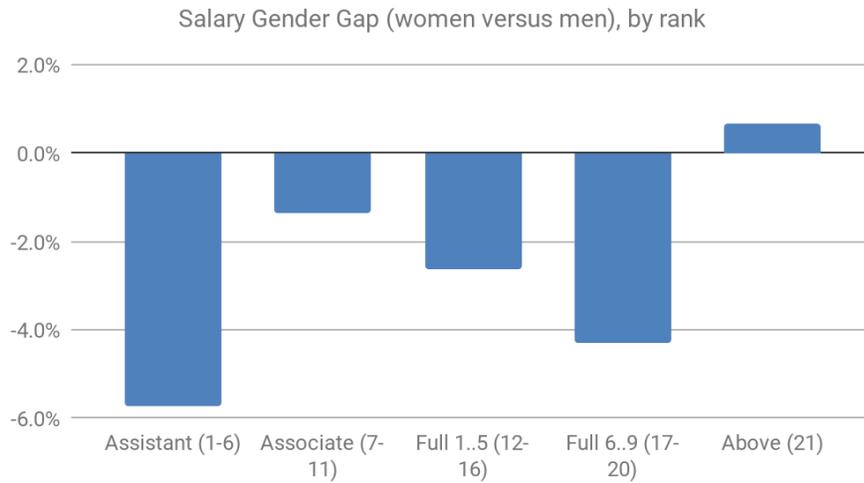


Figure 7: Salary “gender gap” (female versus male faculty members) at a given rank/step (UCSC, 2017-18)

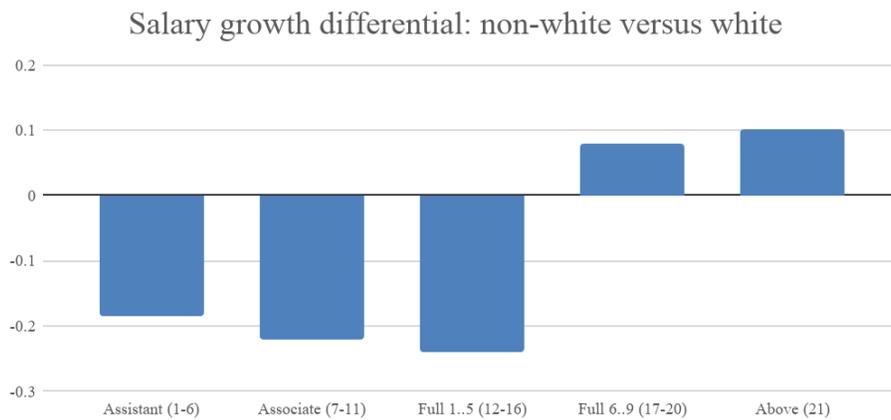


Figure 8: Salary growth differential based on ethnicity (non-white versus white faculty members) at a given rank/step (UCSC, 2017-18)

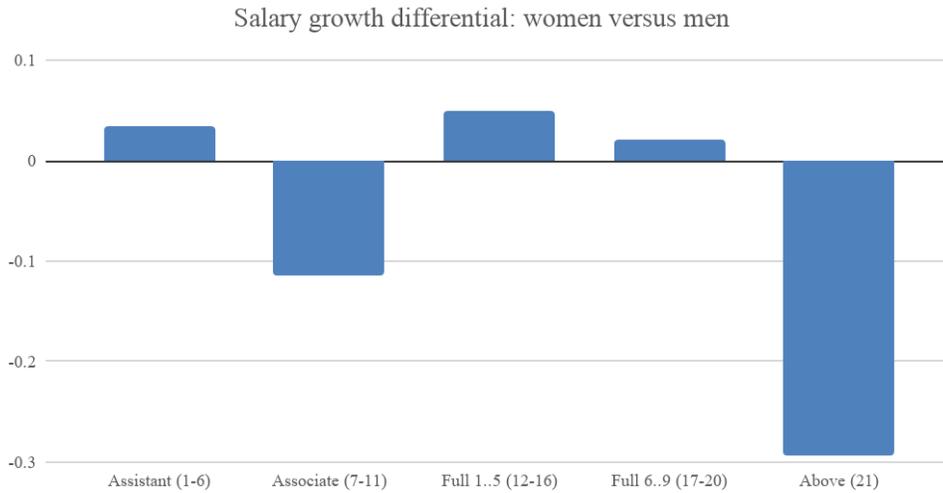


Figure 9: Salary growth differential by gender (female versus male faculty members) at a given rank/step (UCSC, 2017-18)

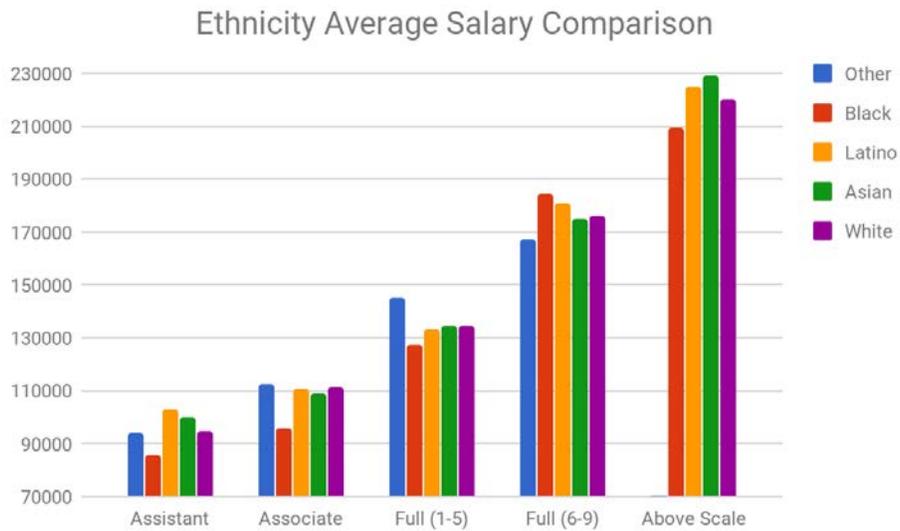


Figure 10: Average salary by ethnicity, at a given rank/step (UCSC, 2017-18)



Figure 11: Average salary growth by ethnicity, at a given rank/step (UCSC, 2017-18)

SALARY EQUITY STUDY: (2) RETENTION ACTIONS

CFW received data from APO on retention reviews which were limited to (i) reviews occurring on or after the academic year 2000-01, and (ii) successful reviews (i.e. reviews that did not lead to separations). Through the anonymous faculty ID available on the retention review database, CFW correlated retentions with a variety of metrics, including academic division (fig.12). CFW notes that the number and rate of retention reviews differ greatly among divisions. For example, the ratio of the total number of retention reviews by number of affiliated faculty in a given division varies from 9.3% in the Humanities to more than double, 19.0%, in the Social Sciences (fig.13). Additionally, CFW finds that significantly more male faculty (52 retention reviews since 2000-01) than female faculty (27 retention reviews since 2000-01) have had retention reviews recently, even expressed in number of retention to total number of faculty members of a given gender (14.5% versus 12.2%, see fig.14).

Faculty who had a retention review have significantly higher median salaries (fig. 15) and annual median salary growth (fig .16) than the figures associated with any ethnic group on campus, and higher median annual salary growth than faculty affiliated with any division (fig. 17). Finally, CFW finds a very high correlation between the fraction of faculty members who had a retention review in a Department, by Department, and the annual average salary and average salary growth (fig. 18): in other words, the frequency of retention actions in a Department is strongly correlated with how quickly average salaries grow, and how large salaries are in that Department.

CFW's study indicates that the very significant role that retention actions have in affecting overall compensation and salary growth is largely and intrinsically inequitable, as it disproportionately benefits (i) male over female faculty members, (ii) certain academic divisions and departments and not others, and (iii) it bypasses the comprehensive personnel review criteria for rank and salary growth that other faculty are subject to. CFW reiterates the recommendation made last year to adopt salary strategies that better reward and compensate meritorious faculty *within* the normative personnel action path. One such possible strategy is an enhanced version of the Special Salary Practice, which comparison with our sister UC campuses indicates is necessary both to keep UCSC salaries merely in line with growth at other campuses, and to fill the gap between UCSC and UC-system-wide salaries at the highest percentiles at a given rank/step (see fig.1 and 2 above).

Retention actions are extremely expensive, in terms of (i) time faculty members spend in seeking external offers, (ii) resources needed to match external offers, (iii) resources needed to replace faculty members who decide to leave UCSC. An aggressive salary practice that better rewards high-performing faculty would both have the beneficial effect of boosting faculty morale, and of reducing the desire of faculty to seek external offers to secure a retention action.

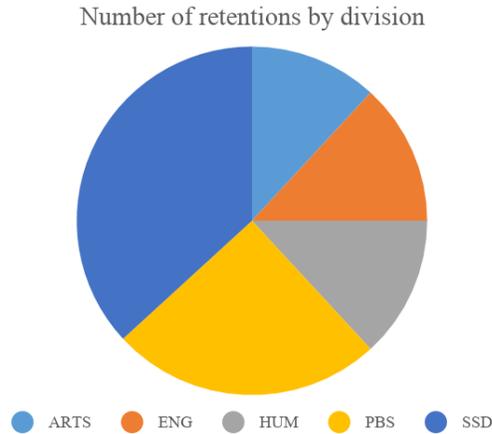


Figure 12: Number of retentions (2000-01 to 2017-18) by division

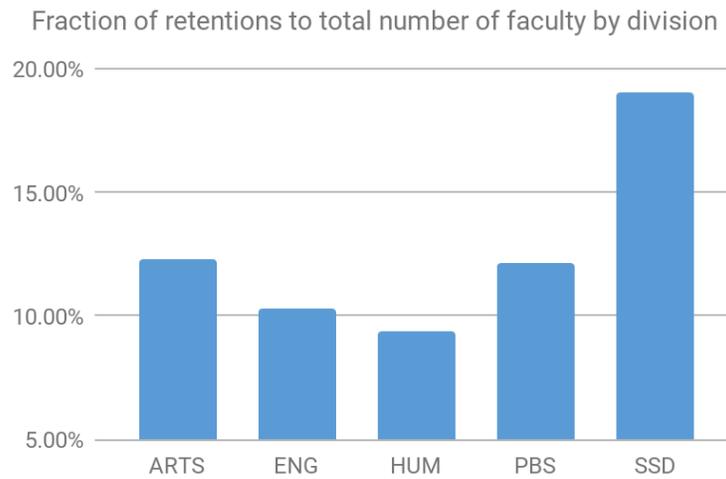


Figure 13: Fraction of retentions to number of faculty (2000-01 to 2017-18) by division

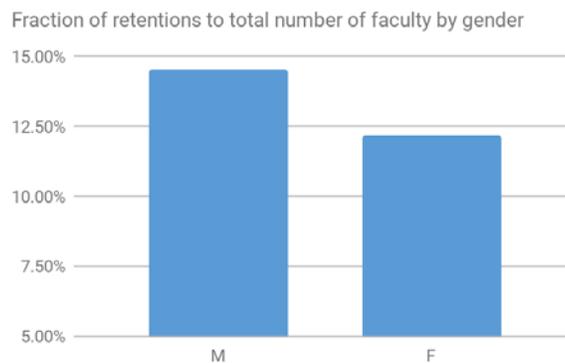


Figure 14: Fraction of retentions (2000-01 to 2017-18) by gender



Figure 15: Median salary by ethnicity, plus median salary for faculty (of any ethnicity) with a retention review

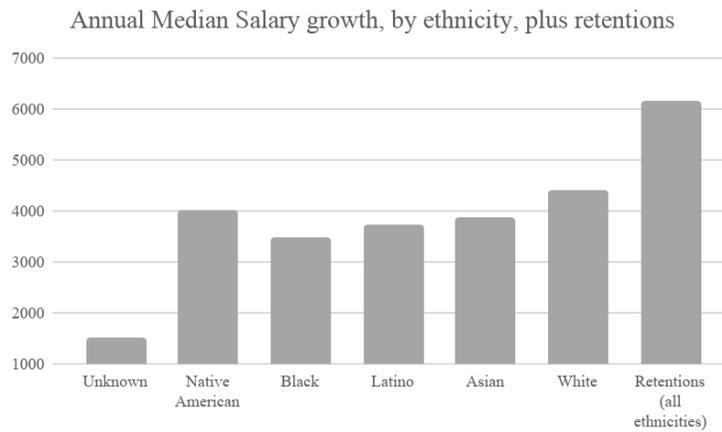


Figure 16: Annual median salary growth by ethnicity, plus retentions

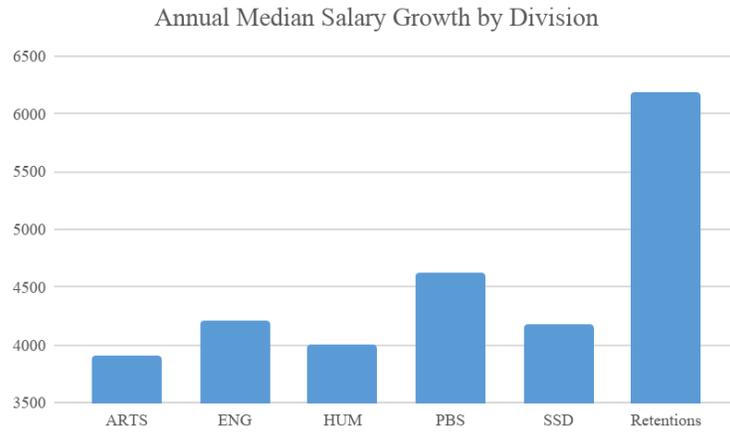


Figure 17: Annual median salary growth by division, plus retentions

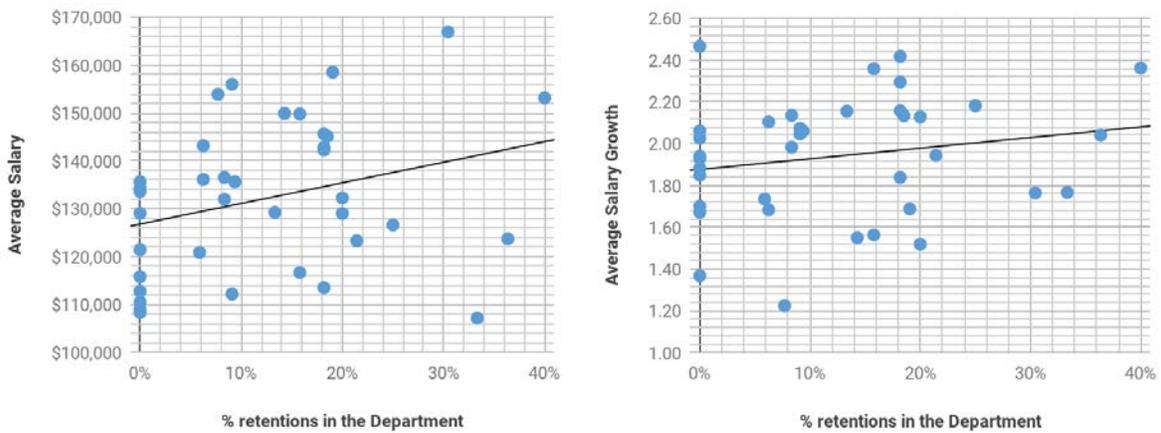


Figure 18: Correlation between the fraction of faculty members who had a retention review in a Department, by Department, and the annual average salary (left) and average salary growth (right)

SALARY EQUITY STUDY: (3) SALARY AND SALARY GROWTH EQUITY ACROSS ACADEMIC DIVISIONS AND DEPARTMENTS

In this section, we focus on salary and salary growth equity at the divisional and departmental level. First, we show in fig. 19 the correlation between the fraction of female faculty in a department and the average salary (left) and average off-scale (right) in that department. While the off-scale has a weak correlation with gender representation, the correlation with average salary is striking: departments with the largest average salaries tend to have fewer female faculty. CFW notes that this likely correlates with what shown in fig. 4 above - female faculty on campus tend to be over-represented at more junior ranks/steps than their male colleagues. To further inspect the finding of figure 19, left, we researched whether there is a correlation at the departmental level between gender representation and salary growth or rank advancement (fig. 20). Our analysis does not find any evidence for such a correlation.

Fig. 21 shows that there is a weak correlation between ethnicity (as represented by the fraction of non-white faculty members) and salaries.

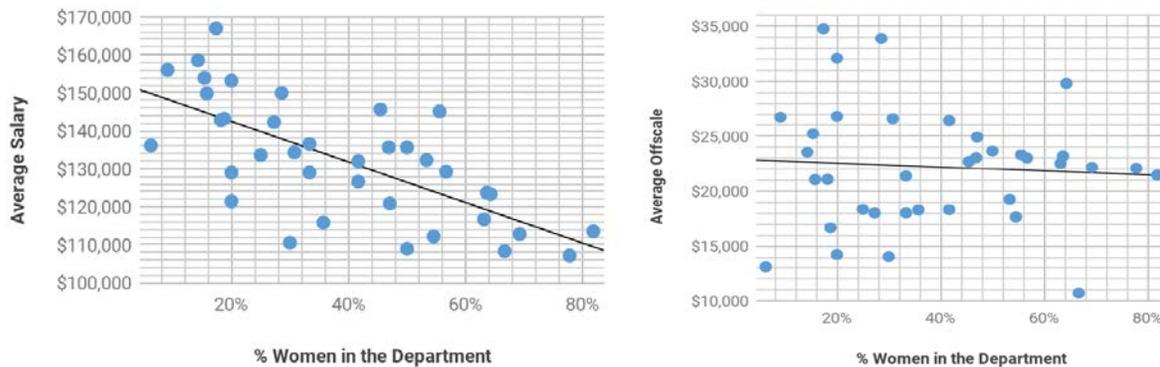


Figure 19: Correlation between the fraction of female faculty in a Department, by Department and the average salary (left) and average off-scale compensation (right).

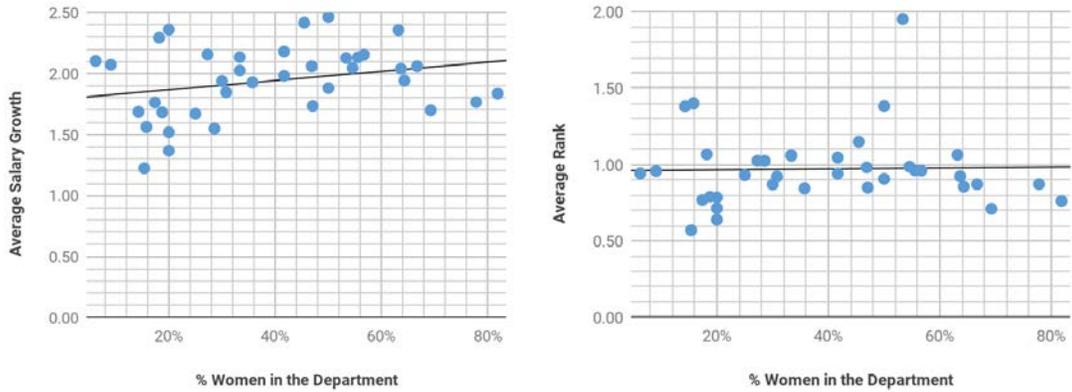


Figure 20: Correlation between the fraction of female faculty in a Department, by Department and the annual average salary growth (left) and average rank growth (right).

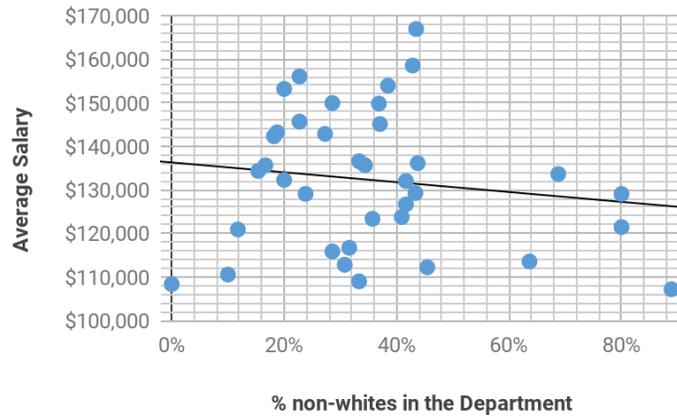


Figure 21: Correlation between the fraction of non-white faculty members in a Department, by Department, and the annual average salary (aggregate for all ranks/steps)

In addition to examining the above factors by salary growth, CFW also examined these factors in comparison to promotion growth. This measure converts the rank and steps to their time (in years) equivalence as shown below. According to this measure, a PG of 1 indicates the standard progression through the ranks, while a value above 1 indicates acceleration with respect to the standard progression.

$$PG = \frac{\text{time equivalence of rank/step (years)}}{\text{years since degree}}$$

Assist 1	Assist 2	Assist 3	Assist 4	Assist 5	Assist 6	Assoc 1	Assoc 2	Assoc 3	Assoc 4	Assoc 5	Full 1	Full 2	Full 3	Full 4	Full 5	Full 6	Full 7	Full 8	Full 9	Above Scale
1.0	3.0	5.0	7.0	9.0	11.0	9.0	11.0	13.0	15.5	18.6	15.5	18.5	21.5	24.5	27.5	30.5	33.5	36.5	39.5	42.5

In general, promotion growth is roughly the same across divisions and slightly above 1, with the major exception of the Arts Division, which has an overall lower promotion rate (Fig. 25). Similarly, promotion and gender do not show major differences, even when broken down by rank (Fig. 26). The overall slower promotion rate at the Associate level is likely due to some faculty spending additional time at Associate Professor, Step 5. We see similar result by ethnicity; promotion growth is fairly equivalent (Fig. 27).

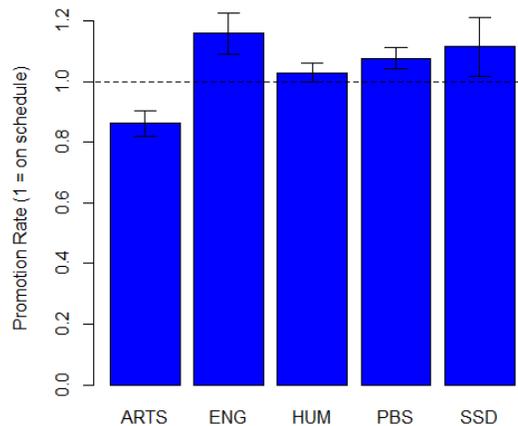


Figure 25. Promotion by division. Dotted line = on scale. Error bars indicate standard error.

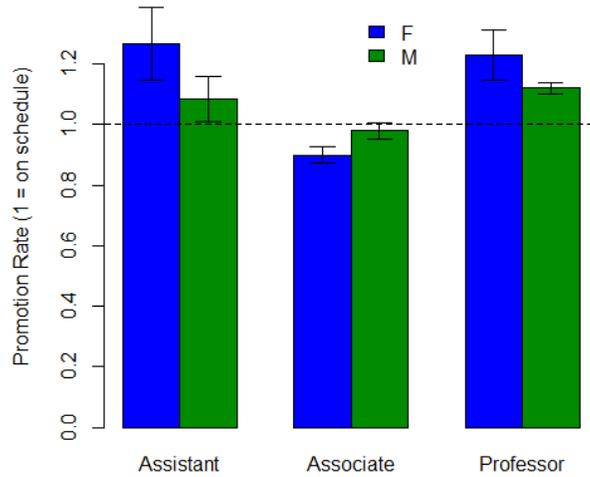


Figure 26. Promotion Growth by Gender and Rank. Error bars indicate standard error.

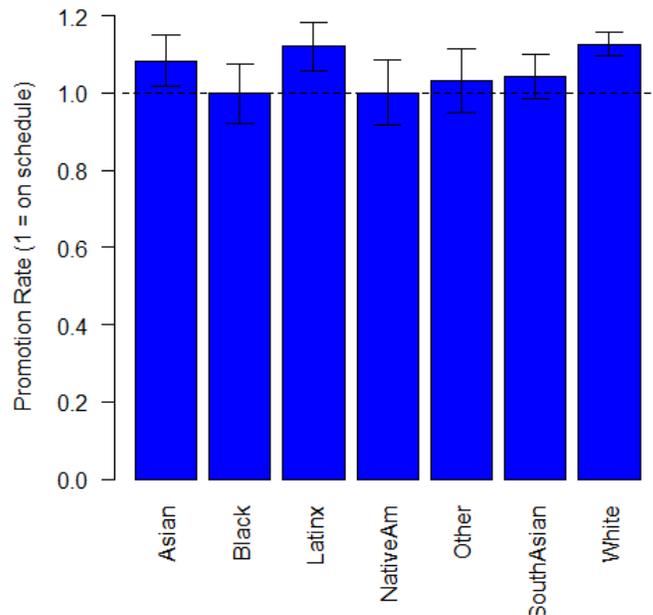


Figure 27. Promotion Growth by Ethnicity. Error bars indicate standard error.

A final way to evaluate faculty salaries is to compare salary growth with promotion growth. In this measure, we expect a positive correlation where higher promotion rates correspond to higher salary growth. While this is broadly true, the relationship does vary somewhat by division (Fig. 28). Two divisions, Engineering and Physical and Biological Sciences show slightly shallower

slopes that suggest more faculty being promoted faster than their salary growth, though the high degree of variation makes any strong conclusions tentative.

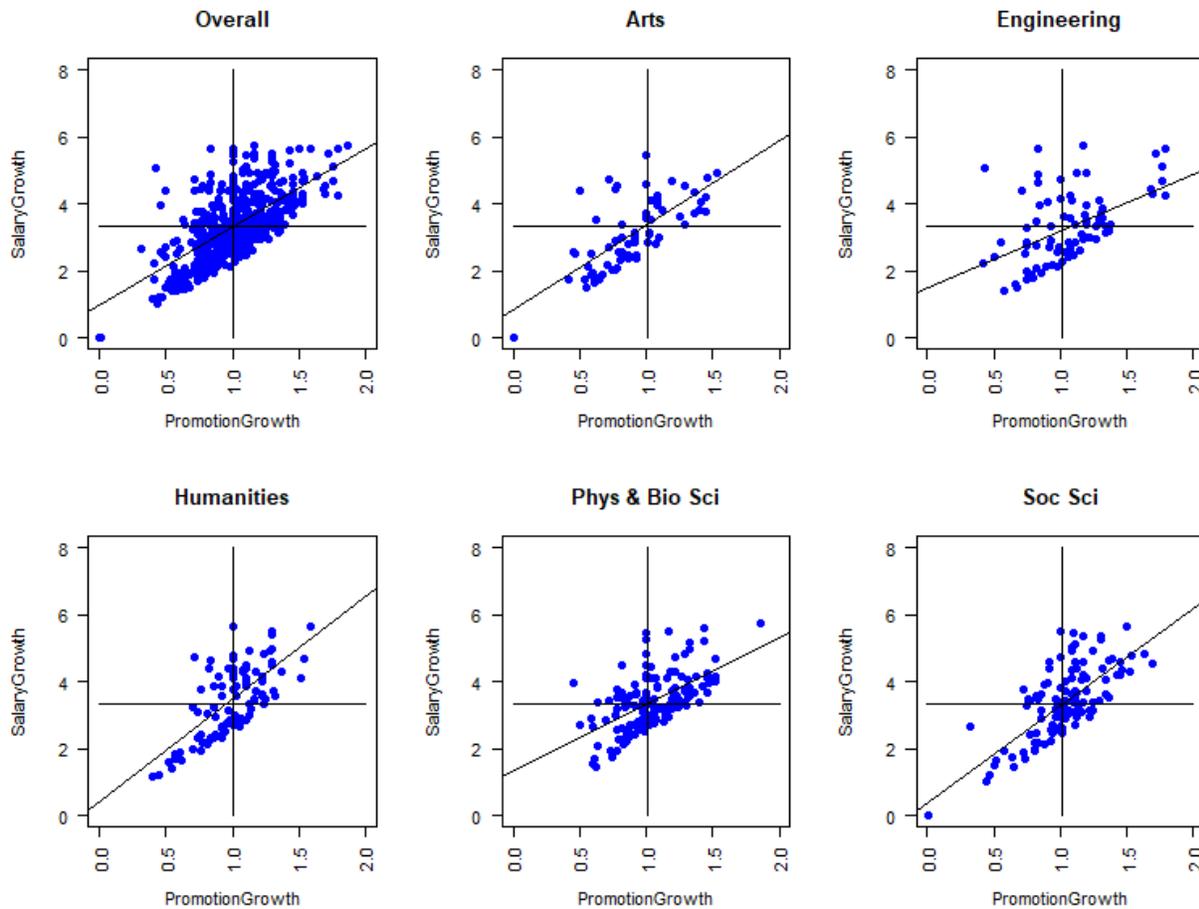


Fig 28. Promotion Growth by Salary Growth. The top left panel shows the data for the university overall where 1 dot = 1 faculty member. In all panels the horizontal and vertical lines show the median values for the university as a whole. Diagonal lines are linear regression lines fitted to each subset of the data (in all cases $p < 0.01$, $r > 0.8$).

CFW notes that all data shown in this analysis are available upon request.

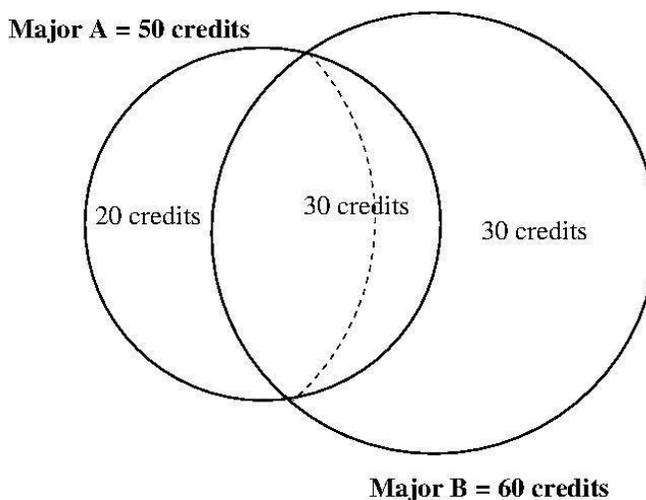
Respectfully submitted;
COMMITTEE ON FACULTY WELFARE
Vilashini Cooppan
Hiroshi Fukurai
Tesla Jeltema
Grant McGuire
Nico Orlandi
Su-Hua Wang
Yiman Wang
Barry Bowman, *ex officio*
Stefano Profumo, Chair

May 4, 2018

COMMITTEE ON EDUCATIONAL POLICY
Amendment to Regulation 10.4.7
Revision to Requirements for Additional Majors (Double Majors) or Minors

To: Academic Senate, Santa Cruz Division

The Committee on Educational Policy (CEP) proposes an amendment to Regulation (SCR) 10.4.7 to clarify the requirements for students who wish to complete additional majors or minors along with their primary major. At UCSC, each major program must require 40 upper division credits. If a student pursues a double major, they need 40 upper division credits for each major.¹ How this is interpreted at present is illustrated by this example:

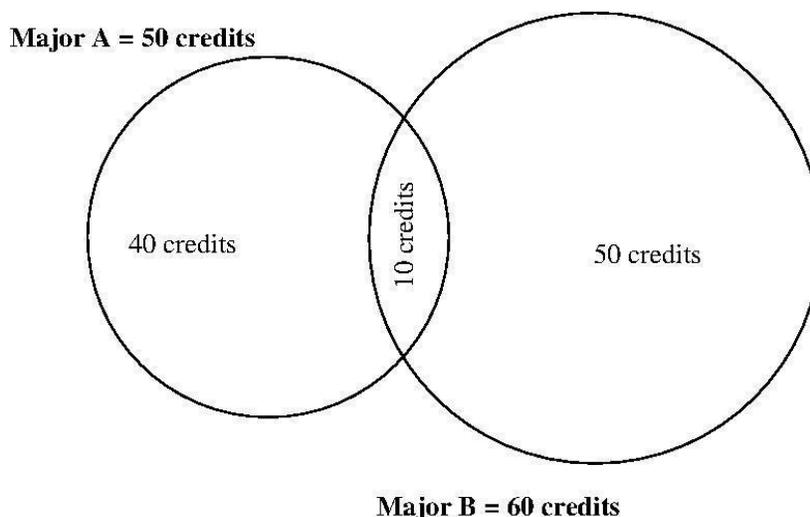


With 50 and 60 credits needed to satisfy the major requirements for Major A and Major B, respectively, the student can – if the requirements for both majors are such – choose courses in a way that they end up with 30 overlapping credits. The student can designate 20 of the 30 overlapping credits as counting toward Major A, and 10 of the 30 overlapping credits as counting toward Major B. As long as the student has 40 credits for each major without counting the same course twice, and has satisfied the major requirements for both, the student has completed the double major. Note that in this example, 80 credits are needed to complete both majors.

If two majors require much more than 40 credits, and have a lot of overlap, it may be possible to obtain a second major almost for free. Recognizing this fact, many program statements forbid certain combinations, e.g. a student may not declare a Biology B.A, B.S or minor and any other biological sciences major.

Because of the ambiguity in the wording of SCR 10.4.7, CEP requested an interpretation of the regulation from the Committee on Rules, Jurisdiction and Elections (RJ&E) last year. The interpretation provided by RJ&E differs from the current practice: in order to earn a double major, a student must have 40 credits in each major that are *not used to satisfy any of the major requirements in the other major*. With the same two majors as shown above, a student could choose courses in the following manner:

¹ For simplicity, the example given here is of a double major, but it is easy to generalize it to a major + minor.



A maximum of 10 credits of overlapping courses is possible, so that in this example, 100 credits are needed to complete both majors, or 20 more credits than in the previous example.

After discussion, CEP believes that the current practice is working well, and there is no need to change it. Forbidding certain combinations of majors ensures that there is some coursework required that is specific to each major, which is reasonable, but not allowing a course that is used to satisfy the major requirements of *both* majors to fulfill the 40 credit requirement of *either* major seems unduly restrictive. If we adopt this interpretation of SCR 10.4.7, many double majors would become more difficult to complete as illustrated above, which would be a disincentive to the most academically advanced students to come to UCSC.

The regulation change proposed below ensures that the current practice can continue. Also, the fact that CEP can forbid certain major/minor combinations (apart from approving such restrictions proposed by departments in program statements) is stated explicitly.

Existing Regulation	Proposed Regulation
<p>10.4.7 Additional major or minors. A student becomes eligible for additional majors or minors by fulfilling the requirements of the declared majors or minors. Courses used to satisfy the requirements for each major must include a minimum of 40 upper-division credits (as per 10.4.3) not used to satisfy the minimum credits of any other major or minor. Courses used to satisfy the requirements for each minor must include a minimum of 25 upper-division credits (as per 10.4.4) not used to satisfy minimum credits of any other major or minor. Courses taken beyond these minimums to satisfy upper-division requirements for a major or minor may be applied toward another major or minor. Departments may approve</p>	<p>10.4.7 Additional major or minors. A student becomes eligible for additional majors or minors by fulfilling the requirements of the declared majors or minors. Courses used to satisfy the requirements for each major must include a minimum of 40 upper-division credits (as per 10.4.3) not used to satisfy the 40 minimum upper-division credits of any other major or the 25 minimum upper-division credits of any minor. Courses used to satisfy the requirements for each minor must include a minimum of 25 upper-division credits (as per 10.4.4) not used to satisfy the 40 minimum upper-division credits of any other major or the 25 minimum upper division credits of any other minor. Courses taken beyond</p>

<p>substitution of appropriate upper-division courses to satisfy the requirements of this section. Lower-division courses may always simultaneously satisfy the requirements of different majors and/or minors.</p>	<p>these minimums to satisfy upper-division requirements for a major or minor may be applied toward another major or minor. Departments may approve substitution of appropriate upper-division courses to satisfy the requirements of this section. Lower-division courses may always simultaneously satisfy the requirements of different majors and/or minors. The Committee on Educational Policy may prohibit certain combinations of majors and/or minors.</p>
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Respectfully submitted;
COMMITTEE ON EDUCATIONAL POLICY

Jeffrey Bury

Ben Carson

Patrick Chuang

Suresh Lodha

Francis Nimmo

Tonya Ritola

Nina Treadwell (F)

Rob Wilson (F)

Noriko Aso, *CCI Chair*

Tchad Sanger, *ex officio*

Onuttom Narayan, Chair

Joy Hagen, NSTF (W, S)

Jessica Xu, Undergraduate Representative

Burcu Birol (W) Undergraduate Representative

Ben Carson, Provost Representative

April 27, 2018

COMMITTEE ON EDUCATIONAL POLICY
Report on Planned Reconfiguration of Classrooms in Kresge College

To: Academic Senate, Santa Cruz Division:

Over the next few years, UCSC plans to reconfigure the buildings in Kresge College to make the college more useful to students and faculty. Although the scope of the project is much larger, the part of the project that concerns the Committee on Educational Policy (CEP) is the reconfiguration of classrooms in the college. The final choice made by the Chancellor and the Campus Provost and Executive Vice Chancellor (CPEVC)--which will result in replacement of six general assignment classrooms with 21, 29, 31, 37, 90 and 142 seats with four general assignment classrooms with 35, 50, 150 and 600 seats, is contrary to the advice given by CEP, the advice from the Committee on Planning and Budget (CPB).¹, and the advice from the Senate Executive Committee (SEC).² CEP recommended an additional 30 seat classroom and an increase in the size of the 150-seat classroom to 200 seats, with a corresponding reduction in size of the 600-seat classroom to 520 seats.

CEP disagrees with the choice of the Chancellor and the CPEVC for the following reasons:

- As shown in CEP's [response](#) to the recently approved Academic Literacy Curriculum (ALC), classrooms with 30-50 seats will be nearly saturated each fall term after the ALC is launched. Moreover, with the increased emphasis on supplemental instruction by teaching assistants in discussion sections, to improve undergraduate instruction and assist with graduate growth, the need for such small classrooms will increase. Despite these facts, the administrative decision will *reduce* the inventory of classrooms in this size range. The administration is relying on the ongoing campus space audit to identify rooms that can be converted into general assignment small classrooms. If this expectation is belied, with no additional classroom construction planned in the near future, the campus will be placed in an impossible situation.
- In the letter of October 10, 2017, CEP analyzed classroom usage to show that in the fall term, rooms with 200 or more seats are completely full. In fact, several classes with 200-220 students are scheduled in the 472-seat Classroom Unit 2, indicating that the worst congestion is in this size range, spilling over to the largest classrooms. The administration points out that a 600-seat classroom will allow more 200-student classes to be scheduled (in large rooms). While this is true, CEP believes that having *two* classrooms in the size range needed by the campus (200 seats and 520 seats) is clearly better than having one 600-seat room.
- The administrative decision not to reduce the 600-seat classroom to approximately 520 seats, as requested by CEP, relies heavily on the recommendation of the divisional deans, especially of the Physical and Biological Sciences Division and the Baskin School of Engineering. The list of courses that the deans identified as being suitable for a 600-seat classroom, by consolidating multiple course offerings, was created without consultation with the relevant department chairs. Both CEP and the chairs of departments in the Physical and Biological Sciences Division and the School of Engineering who teach large lecture courses – who were contacted by CEP – felt that consolidating course offerings as proposed by the deans would negatively affect students' progress to degree, and in some cases be impossible because of the limited capacity of associated lab courses. This was pointed out in CEP's January 31, 2018 letter to the Chancellor and CPEVC.

¹ Last year, CPB [supported](#) a large classroom in Kresge College as an *addition* to the existing classroom seats, and stated that "current plans, while still preliminary, call for a 600-seat classroom". It did not support a 600-seat classroom at the *expense* of existing small classrooms. This year, it provided its response to the current plan.

² In addition, a 16-seat computer lab will be enlarged to 48 seats.

(The deans disagreed with this assessment.)

Regarding the process that was followed at arriving at the administrative decision, the Chancellor and CPEVC pointed out that the 600-seat classroom was approved in 2016-17 following the standard campus process that included CPB (but not CEP) consultation, and that to change the “original program” at this stage would require providing an opportunity for the “various groups and committees that approved the project last year to reconsider their positions”, which would take time and increase project costs. Apart from the fact that a process to approve classrooms that does not involve Senate committees dealing with the curriculum (CEP, Graduate Council and Committee on Teaching) is clearly faulty, the “original program” that was endorsed by CPB (and others) included *two* 35 seat and *two* 50 seat classrooms. It is remarkable that one 35 seat and one 50 seat classroom were eliminated this year without Senate consultation, but reconsideration of the 600-seat classroom was claimed to be impossible without an extended process.³

This report is being submitted to the Senate in accordance with systemwide Senate bylaw 40.B. CEP’s letters are appended to this report, as are CPB’s and SEC’s letters and the administration’s response.

Respectfully submitted;

COMMITTEE ON EDUCATIONAL POLICY

Jeffrey Bury

Ben Carson

Patrick Chuang

Suresh Lodha

Francis Nimmo

Tonya Ritola

Nina Treadwell (F)

Rob Wilson (F)

Noriko Aso, *Chair CCI*

Tchad Singer, *ex officio*

Onuttom Narayan, Chair

Joy Hagen, NSTF (W, S)

Jessica Xu, Undergraduate Representative

Burcu Birol (W) Undergraduate Representative

Ben Carson, Provost Representative

May 1, 2018

³ To the best of our knowledge, there was never any analysis behind the choice of a 600-seat classroom instead of a slightly different size. The earliest reference to a 600-seat classroom that we can find is a consultants’ report that advocated for three new classrooms of 200, 400 and 600 seats, where the numbers are clearly rough approximations. Nevertheless, the administration seems to have held on to the number 600 at the expense of everything else.

SANTA CRUZ: OFFICE OF THE ACADEMIC SENATE

October 10, 2017

IAVPAA Martin Berger
Chancellor's Office

VCBAS Sarah Latham
Business & Administrative Services

Re: Proposed Classroom Space in Kresge Project

Dear Martin and Sarah,

I am writing to you about the Kresge Project, notably the alterations proposed to classroom space in Kresge College as part of the project. Under standard campus procedure, capital plans and projects are proposed on behalf of the academic divisions by deans, and the Committee on Planning and Budget (CPB) provides advice to the administration on behalf of the Academic Senate. However, we believe that the consultation should be broader for classroom space. As they are central to the delivery of instruction, often constraining what is feasible, Senate consultation regarding classroom space should include the Committee on Educational Policy (CEP), the Graduate Council (GC) and the Committee on Teaching (COT). At the divisional level, the departments have the greatest expertise in pedagogy in their disciplines, and their opinions should be sought.

Our understanding is that Kresge College has classrooms with 21, 29, 30, 37 and 142 seats (one of each size), and a computer lab with 17 seats. The initial plan was to replace these with two 35 seat classrooms, two 50 seat classrooms, one 150 seat classroom and one 48 seat classroom to achieve approximately the same total capacity, with an additional 600 seat classroom. However, we gather that there is a proposal to eliminate one 35-seat and one 50-seat classroom from this configuration. Below, we enumerate our concerns about the current plan:

- The shortage of large classrooms on campus is acute. Appended to this letter, we show the number of unused time slots in each term in 2016-17 in the thirteen largest classrooms on campus. The situation is worst in the fall, when the campus is at the edge of what is possible. However, it is easy to see from the table that the crisis in classroom availability in the fall extends *all the way down* to rooms with approximately 200 seats. Indeed, as seen from the list below the table, several classes held in Classroom Unit 2 (with 472 seats) in Fall 2016 had approximately 200 students enrolled. Thus it is reasonable to infer that we are actually operating *beyond* the edge for classrooms with approximately 200 seats, and the spillover effects are impacting availability of still larger rooms. By contrast, there is some availability of rooms with approximately 170 seats.

Our conclusion is that it is extremely important to ensure that the second-largest classroom in the Kresge Project should have approximately 200 seats instead of 150.

- At the other end, we would like to emphasize the importance of small rooms with 25-50 seats for certain courses, especially College Core and Writing courses. In addition, such rooms are essential for discussion sections; with the proliferation of large classes, the recent reduction in lecture time by 5-10 minutes per class, the role of discussion sections in instruction has increased, and this trend is likely to continue.

We have not analyzed the availability of these rooms in the same way as we have for the largest classrooms, partly because there are so many of these rooms and partly because, for courses offered by the college, courses cannot be freely moved from the college to another location. However, we urge that a proper analysis be conducted to ascertain that the 35 and 50 seat classrooms can be eliminated without causing significant problems. Slight adjustments in room size — with more modest cost savings — should be considered if elimination is problematic.

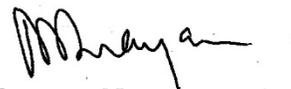
- After taking care of these priorities, the campus should consider the maximum number of seats it can afford for the largest classroom. However, if this is significantly greater than the capacity of Classroom Unit 2, a room of this capacity should only be approved after *departments* have been asked if they would be interested in teaching in such a large room, or if this would hurt teaching effectiveness. The answer to this will vary by discipline. For example, the courses at UC Santa Barbara in Fall, Winter and Spring 2016-17 with significantly more than 500 students enrolled were in some obvious ‘candidate’ departments but not others. Another point to remember is that only *three* UC campuses have their largest classroom with significantly more than 500 seats: UC Santa Barbara, Berkeley and Riverside.

We should make it clear that we are not taking the position that the largest classroom should *not* have 600 seats. We support the idea that the campus should build the largest room it can afford, for which there are enough interested departments; such opportunities are very rare. However, if departmental interest is not ascertained before a 600 seat classroom is built, departments are liable to be pressured to teach classes in it.

- On a slightly different note, it is important that the large classroom — and, for that matter, the other classrooms — be designed properly. Instructors’ complaints about some of the largest classrooms on campus, most notably Classroom Unit 2, should be well known to you; if not, it will be easy to collect them. Lighting, ventilation, the space between and quality of the seats, the visibility of the instructor to all students and the ability of students to effectively communicate with the instructor are all basic aspects of classroom design that seem to have been forgotten. We are told by some colleagues that Campbell Hall at UC Santa Barbara is a good example of a well-designed classroom that UCSC could emulate.

It is possible that there is a proper analysis behind the classroom configuration that is being considered and that we would support the plan if we were made aware of this analysis. But in the absence of such information, we must express our grave misgivings. With classroom space nearly saturated at UCSC, and a new Long Range Development Plan underway, input from all stakeholders must be obtained before a decision is made about what is in the best interests of the campus.

Sincerely,



Onuttom Narayan

cc: Senate Chair Einarsdóttir
CPB Chair Walsh
COT Chair McCarthy
GC Chair Dent
CP/EVC Tromp

Utilization of Large Classrooms in 2016-17

Room	Seats	Unused time slots (Fall)	Unused time slots (Winter)	Unused time slots (Spring)
Classroom Unit 2	472	0	2	3
Media Theater	382	0	1	2
Humanities 206	301	1	2	3
EMS B206	268	1	3	2
Thimann 3	224	1	2	1
J Baskin Aud 101	207	0	5	0
Oakes 105	175	3	5	2
Classroom Unit 1	172	4	1	2
J Baskin 152	144	1	3	2
Kresge 321	142	1	4	2
Stevenson 150	133	0	2	1
Merrill 102	114	6	9	6
Thimann 1	103	3	3	3

Enrollment in classes held in Classroom Unit 2 in Fall 2016

BIOL 20A	484
CHEM 1A	473
CMPS 5J	469
CHEM 8A	462
CRSN 81A	447
BIOL 105	415
CMPE 12	396
MATH 11A	348
CMPE 3	319
MATH 23A	299
MATH 3	295
CHEM 1B	278
BIOE 20C	234
MATH 19B	222
MATH 3	208
MATH 11B	206

SANTA CRUZ: OFFICE OF THE ACADEMIC SENATE

January 31, 2018

CP/EVC Marlene Tromp
Chancellor's Office

Re: Review of Proposed Courses for Kresge Classroom Project

Dear Marlene,

In this document, we consider the courses that the deans of Physical & Biological Science and Baskin School of Engineering identified as being suitable for the proposed large Kresge classroom, and restrict our analysis to the courses that would need fewer offerings with a 600-seat classroom (the deans' preference) compared to a 520-seat classroom (our preference). These are the only courses for which there *may* be an advantage if we build a 600-seat classroom. The purpose of this document is to demonstrate that there are problems using the large classroom for most of these courses, i.e. **there is no significant advantage to a 600-seat classroom that would outweigh the impact that it would have (because of space and budgetary constraints) on the intermediate and small classrooms.** While the large classroom may or may not be suitable for the other courses in the deans' lists, they would work equally with either 520 or 600 seats in the room. We do not wish to delay the Kresge project, and so we have provided this analysis as swiftly as possible.

Below are the courses that would need one fewer offering in a 600 seat classroom than they would with a 520 seat classroom, based on 2016-17 enrollment:

<u>Course</u>	<u>Enrollment</u>	<u># of offerings with 600/class</u>
PHYS 6A	1057	2
CHEM 1A	1756	3
CHEM 1B	1055	2
BIOL 100	543	1
BIOL 105	1112	2
MATH 11A	1199	2
MATH 23A	1065	2
AMS 5 (shown as 5-01 and 5-02)	1165	2
CMPS 5J	1079	2
CMPS 10	574	1
CMPE 3	1150	2
CMPE 12	1146	2
CMPE 16	1120	2

Comments about these courses:

Logistical Concerns

1. Physics 6 and 5 series courses cannot be offered in this room, because the demonstration experiments that are shown to the students are housed on Science Hill, and it is risky to cart them across campus. (Email dated 9/25/17 from divisional analysts acknowledging this fact can be provided.)
2. Chemistry courses constitute a sequence: Chem 1A, 1B and 1C. Students can take them in the order 1A,1B,1C or 1B,1A,1C or 1A,1C,1B. It is not possible to accommodate all the students in 1A in the fall, 1B in the winter and 1C in the spring because 1B and 1C have an associated lab that all students are recommended to take (most majors that require Chem 1B or 1C require the lab courses too), and it is not possible to accommodate all the students in the labs in the winter or spring.¹

Pedagogical and Time-to-Degree Concerns

3. The MCD Biology Department chair feels that if BIOL 100 and 105 were bundled into large classrooms, and offered fewer times a year, there would be “*a major, perhaps devastating impact on time to degree for students in our majors and almost certainly on our major numbers. This is because the failure rates in many of these classes are high, limiting opportunities to retake these courses will seriously slow down students. In addition, our majors and classes are highly structured, with clearly defined chains of pre-reqs. I haven’t tried to map this out, but I think limiting offerings of these classes may also make it difficult for us to offer elective courses at the appropriate times.*” The Biology Departments at UCSC offer many different degree programs, each with a slightly different recommended sequence of courses, from which students often deviate.
4. The Math Department believes that the current class sizes for their courses is *already* too high. CEP shares this concern and is engaged in discussion with the Physical & Biological Science Division. We have not even contemplated the possibility of 600 students per class.
5. We have not consulted the AMS Department, but they may have similar pedagogical concerns as the Math Department. The fact that they have been teaching AMS 5 and 7 six times a year to 200 or fewer students at a time suggests that this is the case. Furthermore, these courses are used by nearly half our students to satisfy the Statistical Reasoning (SR) General Education requirement; if the courses are not offered every term, it may impede students’ progress to degree. CEP will then have to consider whether students would be better served by **combining the SR and Mathematical and Formal (MF) general education categories** into a single category from which students would have to take two courses, which we are concerned may have a budgetary impact on the School of Engineering.
6. The CS Department feels that, apart from CMPS 10, offering their courses to 500-600 students per offering is only possible with substantially greater support in terms of TAs and staff than would be required if the *same* number of students were to be taught in smaller classes, not to mention much greater use of small rooms for discussion sections. Thus despite the reduced cost for instructors, the total cost of such large classes would be *more* instead of less. **We also note that the CS**

¹ There are similar constraints with associated lab courses for the Physics 5 and 6 series.

impaction proposal, put forward by BSOE, has all lower division courses except CMPS 5J and 10 at 250 students/class and CMPS 5J at 350 students/class.

7. The Computer Engineering Department echoes similar concerns as the CS Department, and specifically mentions the difficulty of scheduling so many lab sections, managing so many TAs, and handling the special issues of so many students (DRC, illnesses, academic misconduct). They state that the only way they would consider 600-seat classes is if they were considered equivalent to two classes for instructional workload (thus making them more expensive than 400-seat classes), and that even then, there would be issues for students' academic progress if these courses are not taught every quarter.

In summary, our analysis indicates that **most of the courses presented in the spreadsheets would not better serve undergraduate students if enrollments increased to 600, with fewer yearly offerings.** We have concern that this change would create logistical problems, delay students' progress to degree, negatively affect students' learning, or lead to increased total costs.

General Comments:

1. Although the comments above address the specific courses that would be affected if the large Kresge classroom were to have 600 seats, as compared to 520, we are concerned about the reasoning behind the deans' proposal, which seems to be that any course can be taught in a room of any size, without any pedagogical constraints.² We understand that some large courses might benefit from being in a slightly larger room than Classroom Unit 2 – we are not sure why 520 would not suffice for these courses – and that a small number of intermediate-sized courses *can* have multiple offerings bundled together without compromising their effectiveness. But a wholesale push to bundle these courses into a large room will cause the Senate to ask if **pedagogical limits on class sizes**, which we have hitherto mostly relied on departments and divisions to apply by setting the number of seats in each course, have to be made explicit.

We are also concerned that huge class sizes across the UCSC lower division science and engineering curriculum may motivate more students to take these courses at community colleges, potentially **worsening the budgetary situation for UCSC**³ (without improving our frosh:transfer ratio). Last year, CEP adopted the policy that UCSC courses can be substituted by community college courses to which they are articulated, even for matriculated students.⁴ Next year, we will ask any departments that have a “courses taken elsewhere” policy in their program statement to clarify that it does not apply to articulated community college courses.

2. We understand that the space inventory being conducted by the campus may free up some small rooms in departments that can be used as general assignment classrooms. However, we would

² For example, BIOL 101 is on the list, even though it is desirable for students to take the lab course BIOL 101L at the same time, and most students do; it is impossible to accommodate approximately 500 students in the lab course in one term.

³ This assumes that, on the whole, lower division courses generate revenue for the campus and the academic divisions, which can be used to support upper division courses.

⁴ Subject to the systemwide limit of 105 credits transferred.

caution against any assumption that this will happen. Departments need to hold some classrooms in hand, because many discussion sections can only be scheduled after TA assignments are made (because sections have to be scheduled when the TAs are free). In turn, TA assignments may only happen after undergraduates have enrolled in classes, because the number of TAs in each class depends on their enrollment. If departments were to hand over these rooms to the Registrar's Office, and then seek space for discussion sections at the last minute (e.g. one week before classes), it would be a scheduling nightmare. It may be necessary to accept some underutilization of space as the price for efficient scheduling. Since a decision has to be made soon, **it is imprudent to rely on the ongoing classroom inventory to provide the minimum number of small classrooms that we absolutely need.** Thus we reiterate our position in Appendix 2 of our [letter](#) about the Academic Literacy Curriculum that there should be at least three rooms of size 30 and above in Kresge College to replace the four existing rooms of size 21, 29, 30 and 37⁵, with no reduction in size of the largest room. We would prefer the rooms to have size 35, 35 and 50 (as originally planned).

3. For the intermediate size classroom, CEP presented data in its October [letter](#) to show that the campus faces a shortage of classroom space from 200 seats upward, and that several classes of 200-230 students are being scheduled in Classroom Unit 2. **(As we have argued earlier in this document, combining classes of size ~200 into larger offerings will be much less effective than suggested.)** By contrast, there is capacity in rooms of size 170 or smaller. We used this to argue that the intermediate size room should have 200 seats. To be clear, we believe that 220 seats would be even better, but keeping in mind the desire to maximize the size of the large classroom, 200 seats is the minimum that makes sense for the intermediate classroom. **Our preferred option will result in two new classrooms in the size range that the campus needs (200 and 520 seats respectively), instead of the one classroom (600 seats) that is in the current plan.**
4. It may be felt that reducing the size of the largest classroom from 600 is a missed opportunity that puts us behind other campuses. As we have mentioned, the largest classroom on each UC campus is as follows: UCSB 860 seats, UCB 732 seats, UCR 570 seats, UC Davis 511 seats, UCSD 500 seats, UCI 448 seats, UCLA 419 seats, and UC Merced 377 seats. Considering that we are the second-smallest campus in the system, if our largest classroom has approximately 520 seats and is thus fourth in this list, it seems more than reasonable.

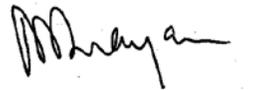
It is also worth noting that, if the LRDP proceeds, 8000 additional students will need 24,000 additional classroom seats each term. With 16 class time slots per week, this amounts to 1,500 additional classroom seats to be constructed at 100% efficiency; a more realistic number would be close to 2000. **There will be plenty of opportunity to include a 600 seat (or even slightly larger) classroom as part of this.** At present, however, we are facing critical needs for small and intermediate classrooms that have to be addressed now.

⁵ There is one 90 seat and one 142 seat classroom at present, which were to be replaced by a single 150 seat classroom (whose size we are requesting be increased).

In conclusion we strongly advise that

- a. There should be at least three small classrooms in the Kresge classroom project, ideally of 35, 35 and 50 seats.
- b. The intermediate classroom should have a minimum of 200 seats, or slightly more (in the 200-220 range) if possible.
- c. The large classroom can be as large as allowed by a. and b. and the budgetary and space constraints, i.e. approximately 520 seats. Careful thought should be given to what classes should be scheduled in this room.

Sincerely,



Onuttom Narayan
Chair, Committee on Educational Policy

cc: CPB Chair Walsh
Senate Chair Einarsdóttir

February 23, 2018

Ólöf Einarsdóttir, Chair
Academic Senate

RE: Kresge Classroom Project

Dear Ólöf,

At its meeting of February 15, 2018, the Committee on Planning and Budget (CPB) discussed the January 31, 2018 letter from the Committee on Educational Policy (CEP) to CP/EVC Tromp regarding the size of the large lecture room planned for the Kresge Project academic building. During 2016-17, CPB supported the inclusion of a 600-seat classroom at Kresge. At the time, committee members wanted to ensure the opportunity presented by the Kresge project was used to expand the campus's capacity to accommodate large classes and provide sufficient capacity to accommodate existing classes when the Classroom Unit 2 building undergoes renovation.

As of August 10, 2017, the Kresge project plans included, in addition to a 600 seat lecture hall, 1-150seat lecture room, 2-50 seat and 2-35 seat classrooms, and a 48-seat computer lab. The latest plans have eliminated 1 50-seat and 1 35-seat classroom or have added 50- and 35-seat rooms but reduced the 150-seat lecture room to seat only 100 students. CPB therefore does not believe the current plan provides a configuration of classroom space that best meets the need for a large lecture hall *and* a lecture room that can seat 200 students *and* the addition of small classrooms.

Members of CPB believe CEP's letter raises serious concerns with the plans for a 600-seat classroom. We applaud CEP for its work in polling departments in BSOE and PBSci as a means of assessing the need for a 600-seat classroom. It seems clear from CEP's analysis that departments in these two divisions are neither convinced that they need a 600-seat classroom for their current and future teaching nor that it would be educationally beneficial.

Until CEP took it upon itself to do this analysis, CPB had not seen any detailed assessment of the actual need for a lecture room as large as 600 seats, the pedagogical implications of such a large classroom, the implications for time-to-degree, and, in general, the consequences for the quality of the undergraduate experience at UCSC. CPB, like CEP, is convinced that current needs may be better met by reducing the size of the largest classroom at Kresge to something around 520, thereby enabling a classroom of 200-220 seats to be added to the campus classroom inventory, and by ensuring an adequate number of smaller classrooms are included in the project.

We understand the Deans are supportive of the plan to incorporate a 600-seat classroom at Kresge. They may have compelling counterarguments to the case for a 520/200 configuration that CEP has made. If so, CPB would like to see the administration address the issues raised in CEP's letter and to have a formal response provided to the Academic Senate. Otherwise, we feel a well-articulated argument against proceeding with a 600-seat classroom at Kresge has been made. It is up to the proponents of the current plan to make their case.

CPB well understands that there may be significant costs associated with altering the plans for Kresge at this stage. However, these costs pale in comparison to the cost of building a classroom that will be underutilized, especially if it crowds out a 200-seat room that would be heavily utilized.

Sincerely,



Carl Walsh, Chair
Committee on Planning and Budget

cc: CP/EVC Tromp
CEP Chair Narayan

March 2, 2018

Marlene Tromp
Campus Provost and Executive Vice Chancellor
Chancellor's Office

RE: Kresge Classroom Project

CPEVC Tromp,

I write on behalf of Senate Executive Committee (SEC) to follow-up on the concerns raised by both the Committees on Planning and Budget (CPB) and Educational Policy (CEP) regarding the planning process for the Kresge Classroom project (their most recent memos on the subject are enclosed for reference).

At this time, both CPB and CEP have raised convincing arguments that the current plan does not provide a configuration of classroom space that best meets the need for a large lecture hall, a lecture room that can seat 200 students, and the addition of small classrooms. We understand that capital planning involves long planning processes, and incurs large resource investments for the campus. We believe that these investments must be made with the best information possible. CPB acknowledges that during 2016-17, it recommended a 600-seat classroom at Kresge in order to both expand the capacity for large classes and accommodate existing classes during renovation of the Classroom Unit 2 building. As pointed out by CPB, "until CEP took it upon itself to do this analysis, CPB had not seen any detailed assessment of the actual need for a lecture room as large as 600 seats, the pedagogical implications of such a large classroom, the implications for time-to-degree, and, in general, the consequences for the quality of the undergraduate experience at UCSC."

We are also sensitive to the oft-encountered situation that Senate input is "too early," then "too late" to be incorporated. We believe this may be the case in this situation, where CEP's input in October and November was not incorporated into the planning process, and now we very much feel that we are being told that "the project is too far along to be changed," this despite the fact that all along we have been informed that the square footage is the only factor that matters, and that room size within the planning envelope can be reconfigured.

We believe CEP has convincingly argued the need for a) at least three small classrooms in the Kresge classroom project, ideally of 35, 35 and 50 seats; b) an intermediate classroom with a minimum of 200 seats, or slightly more (in the 200-220 range) if possible; and c) a large classroom that can be as large as allowed by a), b), and the budgetary and space constraints, i.e. approximately 520 seats. Our sense, right or wrong, is that this issue has now devolved into a situation that the Senate now advocates for more desperately needed space in the intermediate and small ranges, which can be accommodated by downsizing the large room to 500-525 while one or more Deans adamantly demand the 600-seat classroom. CEP has provided several reasons why a 600-seat classroom may not be the boon to the curriculum that it seems to be, and has stressed that reallocating offerings into this space would require considerable curricular changes as well as commitment from the sponsoring departments.

SEC seconds CPB's request that the administration address the issues raised in CEP's letter (dated 1/31/18) and that a formal response be provided to the Academic Senate. We are fearful that needed analysis has not been conducted to justify going forward with the space allocation as planned. These spaces, once built, will dictate class offerings for potentially decades to come.

Sincerely,
On behalf of the Senate Executive Committee



Ólóf Einarsdóttir
Chair, Academic Senate

cc: AVPAA Berger

enclosed: CPB_re_CEPKresgeClassroom

CEP to CPEVC re Review of Proposed Courses for Kresge Classroom Project 1-31-18
CEP to IAVPAA & VCBAS re Proposed Classroom Space in Kresge Project

March 19, 2018

ÓLÖF EINARSDÓTTIR
Academic Senate Chair

RE: Kresge College Academic Program

Dear Ólöf,

We are grateful to CPB, SEC and, particularly, CEP for the care and attention devoted to consideration of the optimal configuration of classroom space in the Kresge College renovation. The recent Senate memos (from CEP on January 31, CPB on February 23, and SEC on March 2, 2018) raise a host of important issues related to the cost of instruction, teaching logistics, student recruitment, and student success that we have carefully considered. Ultimately, we have decided to move forward with the academic building program as previously approved, though the decision was not an easy one.

It is the Senate's student success arguments that we find most compelling. CEP makes a strong case for the pedagogical advantages of instructing our students in smaller classroom settings and the need for additional rooms in the 200- and 35-seat range. We concur with the committee's assessment that it is preferable for our students to have greater access to smaller classes and that additional mid- and small-size classrooms are needed. We note as well its conclusion that only a subset of the courses that the Deans of BSOE and PBSci list as candidates for the 600-seat lecture hall could make appropriate use of the space.

Reducing the size of the 600-seat classroom in Kresge would effectively cap the maximum size of our classes at 472. While there are doubtlessly pedagogical benefits to such a cap, we are concerned that the decision would do unintended harm to undergraduate education overall. As the Senate is aware, in the absence of a large lecture hall, there is fierce competition for the 200- to 300-seat classrooms, which must accommodate several offerings of many key courses in BSOE and PBSci each year. The Deans of Arts, Humanities, and SocSci have all indicated their eagerness to have pressure relieved from these mid-size lecture rooms and so increase the classrooms' availability. (And several of them have joined with University Relations in supporting the construction of a venue that can be used for large campus events in the evenings and on the weekends.) Even if not all of the courses listed by the Deans are ideal candidates for making use of a 600-seat lecture hall, there is no doubt that construction of such a room would significantly reduce competition for mid-size classrooms, ensuring that more courses are offered at the desired intervals, and in appropriately sized rooms, and so increasing the odds of students making timely progress toward their degrees. This problem will only increase over time, as the state population and attendant enrollment pressures rise. We are acutely aware that at a time of growing enrollment there are no near-term funding options for constructing other large lecture halls.

We take seriously the concerns raised on the need for additional 35-seat classrooms in order to effectively implement the Academic Literacy Curriculum, but deem the lack of smaller classrooms a more manageable problem, both because constructing smaller classrooms is more feasible and because of excess capacity that we believe exists in some divisions' departmentally controlled spaces. It is our expectation that the upcoming audit of campus space will allow us to develop more efficient protocols for utilizing existing classrooms.

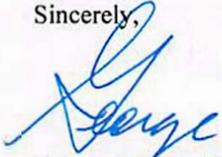
While we acknowledge the concerns expressed to CEP by a range of chairs—and echoed by CPB and SEC—we are cognizant that each division's curricular and resource issues are ultimately the responsibility of its Dean. The chairs' input should be taken into account, but at the divisional level. As you will see from the attached letters produced by the Deans of PBSci and BSOE in response to CEP's analysis of the approved classroom configurations for the Kresge project, many of the assumptions and conclusions presented by chairs to CEP remain in dispute.

While it is the pedagogical arguments for the 600-seat lecture hall that have convinced us to move forward with the previously approved configuration, we wish to note that there are also financial reasons for sticking to the original program. The additional consultation required to modify the program would necessarily lead to a construction delay. Any delay would entail significant project escalation costs, and a corresponding need to cut the overall number of classroom seats. Recall that the academic program for Kresge was developed through the Capital Project Prioritization Process last year. It saw the creation of the GFF Working Group, which was charged with determining

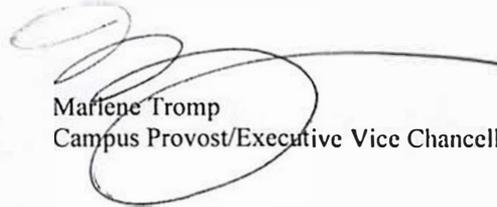
the most effective plan for spending the \$50 million in GFF funds available to the campus for academic construction projects. The group's recommendations were the basis for the current academic program, which was refined by the Kresge College Building Committee, and subsequently approved by the Advisory Committee on Campus Planning and Stewardship (CPS) after receiving input from ALT, academic Deans, and CPB. CPS ultimately forwarded its recommendation to the Chancellor for final approval. Even if we supported the Senate's new recommendations, we would need to provide an opportunity for the various groups and committees that approved the project last year to reconsider their positions. This would take time. Our campus architect estimates that a decision past May 1 would force us to cut classroom seats due to inflationary pressures and increased soft costs. Because the entire Kresge project (which includes academic, residential, and student support spaces) has to obtain Design / California Environmental Quality Act (CEQA) approval as one project, any delay in finalizing the academic building program would have negative, collateral impacts on every other component of the project.

Again, you have our sincere thanks for your thoughtful analysis of the most practical academic program for Kresge College. We look forward to continued engagement with the Senate on a host of topics of shared interest and responsibility this year.

Sincerely,

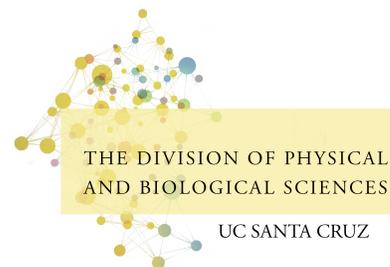


George Blumenthal
Chancellor



Marlene Tromp
Campus Provost/Executive Vice Chancellor

cc: CEP Chair Narayan
CPB Chair Walsh
Vice Chancellor Delaney
Kresge College Building Committee Co-Chairs Berger and Latham



February 5, 2018

Martin Berger
Associate Vice Provost for Academic Affairs

Re: Kresge 600 seat classroom

Dear Martin,

We are concerned that CEP is in a consultative mode this late in the process for the design of the 600 seat classroom located at Kresge. Extensive consultation by many groups, including the appropriate Academic Senate committees, has taken place over many months. The deans have been united in their advocacy for the construction of the 600 seat classroom as a minimum size, and it was our understanding that the planning for this would go forward. As you know, the Division of Physical and Biological Sciences would not have supported using any of the state capital funds on the Kresge project if it did not include this classroom.

CEP has put forward in their letter of January 31, 2018, several arguments for a 520 seat classroom rather than one accommodating 600 students, all of which focus on the present and near future state of enrollments and classroom availability failing to adequately address complex issues of long-term growth. Some issues they raise about very large class sizes are applicable to both the 520 seat and the 600 seat classroom size. It was even suggested that sizes near 200 seats were more important. However, sizes smaller than 600 seats would certainly restrict future curricular planning options of the divisions. We will comment on some of the items in the CEP letter below, but the important overall argument seems to be that we need to create some smaller classrooms and that the resources to do this should be carved out of the 600 seat classroom. This is where looking to the longer-term future is crucial. As our student population inevitably increases, the need for classrooms of every size will also increase. Smaller classrooms will need to be built. However, we anticipate that opportunities to build large theater style classrooms will be much harder to come by; we need to take advantage of this opportunity now and continue to develop opportunities for smaller classrooms as we obtain resources to grow into the future.

The use of demonstration apparatus in the large Physics 5 and 6 introductory courses, and the difficulty of transporting them, is stated in the CEP letter as an example of a logistical problem presented by the large Kresge classroom. However, we believe that such issues can be addressed with minimal planning. As campus enrollment grows, locating all the demonstration resources on Science Hill rather than near large classrooms will become more and more intractable, so PBSci will need to deal with this. One time expenditures for demonstration materials are certainly more tractable than perpetual personnel expenses and the curricular issues raised by offering the same class many times per year (sometimes multiple times per quarter) because we have failed to build classrooms to accommodate student demand. We will need to address these issues once the large Kresge classroom is built at either 520 or 600 seat capacity, and for all our introductory series, not just those in Physics.

The division is acutely aware of the difficulty of providing laboratory class space. As campus enrollments increase, we will need to provide more lab space and consider the best way to provide the chemistry, physics, and biology courses to best utilize those lab space resources. This is an increasing enrollment accommodation issue that we will face regardless of the large classroom size at Kresge. Lab course numbers are driven by overall enrollments and planning must take into account all courses that need labs, not each individual course. We must build labs to accommodate enrollment growth.

MCD Biology courses are already highly impacted and enrollments will continue to grow. The division cannot envision a plan for the MCD Biology program that accommodates future enrollments with the present state of stressed courses and faculty resources without divisional options of consolidating courses into a large classroom at Kresge, whether those are biology or other courses throughout the division or campus. While the woefully high fail rates in MCD Biology courses are a deep concern for the division, the Kresge classroom isn't large enough to generate the dire situation the chair envisions. Many courses will still be offered twice a year and in the summer, just not three, four or five times a year because we lack adequate large classroom capacity.

The division agrees that under the current mode of teaching large course offerings by Mathematics and other departments is not ideal. With the student-to-faculty ratios dictated by the inadequate level of state support the campus receives, we don't envision an instruction model that drops class sizes to the 100 to 200 student range. We believe that the solution is to deliver more effective sections and supplemental instruction; we are working with the department to realize these. Great progress has already been made at the pre-calculus level and we hope that this success can be applied to the calculus-level courses. If sections are effectively taught, the difference in course quality between Classroom Unit 2 courses of 472 students and a Kresge classroom of 600 will not be important. TA and staff resources are independent of the classroom size; the resources track the overall enrollments regardless of number of times the course is offered. Multiple course offerings use more lecturer resources, however. The workload resources to the department for faculty teaching large courses scale somewhat with the lecture size, but simply teaching a course twice is more expensive. The savings by the department with large lectures can be used to better support the supplemental teaching and can provide opportunities to offer other courses that enhance the effectiveness of the department's instruction for majors. Of course, TA resources will ultimately hit a wall based on faculty numbers, as is already occurring in some departments, including Math and MCD Biology.

We can examine the state of large enrollment courses in PBSci by examining the total enrollments, the quarters taught, and the rooms used during the 2016-17 academic year:

Course	Room	Fall	Winter	Spring	Total Enrollment
BIOL 20A	Classroom unit 2	485			1207
	TA Media		303	355	
	Stevenson Acad		64		
BIOE 20B	Classroom unit 2		327	292	899
	Humanities Aud	207			
	Stevenson Acad		73		
BIOE 20C	Classroom unit 2	233		377	917
	TA Media		235		
	Stevenson Acad	72			
BIOL 100	Humanities Aud	297	244		541
BIOL 101	Humanities Aud		300	211	511
BIOL 105	Classroom unit 2	414		450	1111
	Stevenson Acad		80		
	Thimann 1		167		
BIOL 110	Humanities Aud	191		310	501
CHEM 1A	Classroom unit 2	474	478	438	1756
	Humanities Aud		295		
	Stevenson Acad		71		
CHEM 1B	Classroom unit 2	278	413	302	1057
	Stevenson Acad	64			
CHEM 1C	Classroom unit 2			469	962
	TA Media	288	205		
CHEM 8A	Classroom unit 2	463			744
	TA Media		281		
CHEM 8B	Classroom unit 2		423		713
	TA Media			290	
MATH 3	Classroom unit 2	504	341	107	952
MATH 11A	Classroom unit 2	348	422		

	Earth and Marine Thimann 3	210		218	1198
MATH 11B	Classroom unit 2	206	367	275	848
MATH 19A	TA Media <i>online</i> JBE Aud	884	278	140	1302
MATH 19B	Classroom unit 2 Earth and Marine TA Media <i>online</i>	224 266		286 775	1551
Math 21	Humanities Aud	299	265	279	843
MATH 23A	Classroom unit 2 <i>online</i>	301	336	423	1060
PHYS 5A	Earth and Marine	266	234		500
PHYS 6A	Earth and Marine <i>online</i>	525	255	275	1055
PHYS 6B	Earth and Marine <i>online</i>		253 251	269	773

Note, as well, that classroom use by Math would be much higher if we didn't have large online offerings of Math 19A and B and Math 23A. Paradoxically, CEP is also urging the division and department to limit online Math offerings (despite evidence that they are as or more effective than face-to-face classes), which would only make the case for the 600 seat classroom stronger. Clearly, there are many possible uses for a classroom with 600 seats in PBSci and such a classroom will become essential as enrollments grow. The division, working with the departments within PBSci and others across campus, will best be able to determine when it is advantageous to reduce the number of large course offerings while minimizing the time to degrees for undergraduate students by offering other needed courses more frequently.

We must be careful interpreting current classroom usage. For example, the medium size classrooms Earth and Marine Sciences B206 and Humanities Lecture Hall are usually near maximum enrollment. That does not necessarily imply that we need more classrooms of their sizes. Rather, it probably means that we need larger classrooms to accommodate more students in the courses. A deep analysis of classroom size requirements must consider comprehensive curriculum planning for the future, and this is best done primarily at the divisional level.

The PBSci division hopes that we can continue to move forward with the design of the 600 seat classroom at Kresge.

Sincerely,



David Belanger
 Acting Dean, Physical and Biological Sciences
 Professor, Physics



Paul Koch
 Dean, Physical & Biological Sciences
 Professor, Earth & Planetary Sciences

SANTA CRUZ: JACK BASKIN SCHOOL OF ENGINEERING

To: Martin Berger-Associate Vice Provost, Academic Affairs
From: Alexander Wolf-Dean, BSOE

RE: Size of classrooms (reformatted from email)

February 2, 2018

Martin,

We went back and reviewed our numbers and analysis, and we are confident that they are correct. Yes, there would be some changes in how we would organize and deliver our courses if we were to make use of a 600-seat classroom, but I do not see that as a bad thing at all. In fact, I would like to have seen a larger classroom built so that we could make even better use of our woefully understaffed teaching resources in BSOE. Recall that the 600-seat classroom was already a compromise.

The fact of the matter is that this is our only opportunity to build a large, theater-style classroom on this campus, and we have to maximize that opportunity. Furthermore, it is substantially easier to reconfigure our current spaces on campus to accommodate additional 35-seat (or larger) classrooms, but impossible to do so to obtain something even approaching the scale of a 600-seat classroom. Finally, I believe the trickle-down effect of being able to consolidate duplicative sections of courses, where appropriate, into a large classroom will reap substantial benefits in freeing up the smaller classrooms we also need on this campus. From my point of view, a win-win.



Alex

CC: David Belanger, Interim Dean, PBSci
Sarah Latham-Vice Chancellor, Business and Administrative Services

COMMITTEE ON THE LIBRARY & SCHOLARLY COMMUNICATION
Change to Bylaw 13.23

To: The Academic Senate, Santa Cruz Division

The Committee on the Library & Scholarly Communication (COLASC) proposes an amendment to Bylaw 13.23. COLASC assessed a need to update the charge to clarify the committee’s role and purview. Revision of the charge seeks to foster dialogue and interaction between the libraries, senate faculty, and students. COLASC proposes the following changes:

Existing Bylaw	Proposed Bylaw
<p>13.23.1 There are five Santa Cruz Division members, plus the University Librarian at Santa Cruz serving ex officio. In addition, there are no more than two student representatives. The Chair and Chair-elect of the UCSC Librarians Association are invited to sit with the Committee. The University Librarian does not serve as Chair.</p>	<p>13.23.1 No change.</p>
<p>13.23.2 The Committee advises the President of the University and the Chancellor at Santa Cruz regarding the administration of the libraries at Santa Cruz, in accordance with the Standing Orders of the Regents. It consults with campus and library administration on local and Universitywide library and scholarly communication policies. Scholarly communication refers to the modalities by which research and creative work are made public, as described in 13.23.4. Whenever appropriate, the Committee joins the library administration in providing representation at Universitywide discussions of library policy. It assists the library administration in determining acquisition and management policies for collections, considering changing patterns of faculty and student use of the library, and the varied needs of the different disciplines.</p>	<p>13.23.2 The Committee advises the President of the University and the Chancellor at Santa Cruz regarding the administration of the University Library at Santa Cruz, in accordance with the Standing Orders of the Regents. It consults with campus and library administration on local and Universitywide library and scholarly communication policies. Scholarly communication refers to the modalities by which research and creative work are made public, as described in 13.23.4. Whenever appropriate, the Committee joins the library administration in providing representation at Universitywide discussions of library policy. It assists the library administration in determining acquisition and management policies for collections, considering changing patterns of faculty and student use of the library, and the varied needs of the different disciplines.</p>
<p>13.23.3 In consultation with the University Librarian, the Committee advises the Chancellor and the Committee on Planning and Budget on the library budget, apportionment of funds, allocation of space, and other matters concerning the library. Advises and consults with the Chancellor on administrative reviews of the library.</p>	<p>13.23.3 No change.</p>

<p>13.23.4 The Committee studies and reports on issues of scholarly communication, including technology, publishing, teaching, archiving, and copyright. The Committee promotes education and advocacy for matters concerning the library and scholarly communication.</p>	<p>13.23.4 The Committee reviews existing and proposed library acquisition and management policies and plans, and collaborates with the Library Administration and other appropriate campus entities in the development of those policies and plans, ensuring that they are based upon existing and changing patterns of faculty and student use of the University Libraries, and the varied needs of the campus's academic programs.</p> <p>It studies and reports on multifaceted issues of scholarly communication, including technology, access, publishing, teaching, archiving and storage, and copyright and fair use. The Committee promotes education and advocacy for matters concerning the library and scholarly communication. It is the responsibility of the committee to strategize and recommend on matters related to scholarly communication, library services, and library resources in collaboration with the library personnel and other campus entities.</p>
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Respectfully submitted;
COMMITTEE ON THE LIBRARY & SCHOLARLY COMMUNICATION
Chelsea Blackmore (F&S)
David Brundage (W&S)
Michael Cowan
Jennifer Horne
Justin Marion (S)
Kyle Parry
Mircea Teodorescu
Elizabeth Cowell, *ex-officio*
Karen Ottemann, *Chair*

May 4, 2018

Classroom and Lecture Availability Student Survey

Student Union Assembly
Vice President of Academic Affairs
Jessica Xu



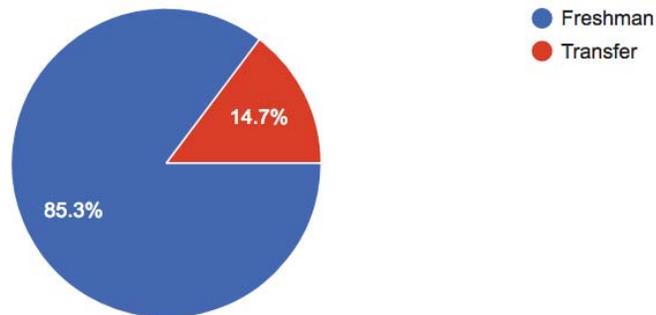
About the Survey

2,483
students

- ❖ Background
- ❖ Major information
- ❖ UCSC Coastal Campus
- ❖ 2017-2018 course availability
- ❖ General enrollment and class size
- ❖ Online course experience

Did you come to UCSC as a freshman or transfer student?

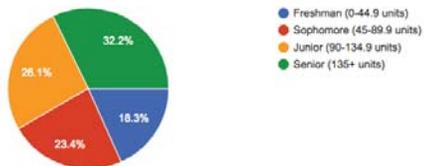
2,614 responses



Frosh/Transfer Demographic

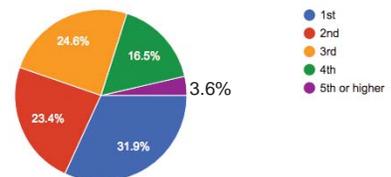
Based on units, what is your class level?

2,614 responses



What year are you?

2,614 responses

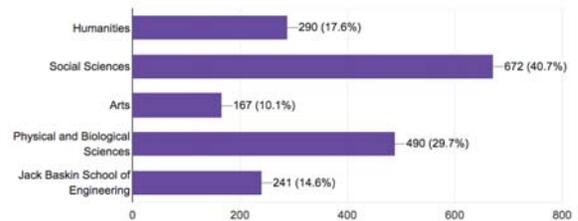


Most Represented Majors

- ❖ Psychology
- ❖ Computer Science
- ❖ Sociology
- ❖ Business Management
- ❖ Economics
- ❖ Cognitive Science

What division is your major in?

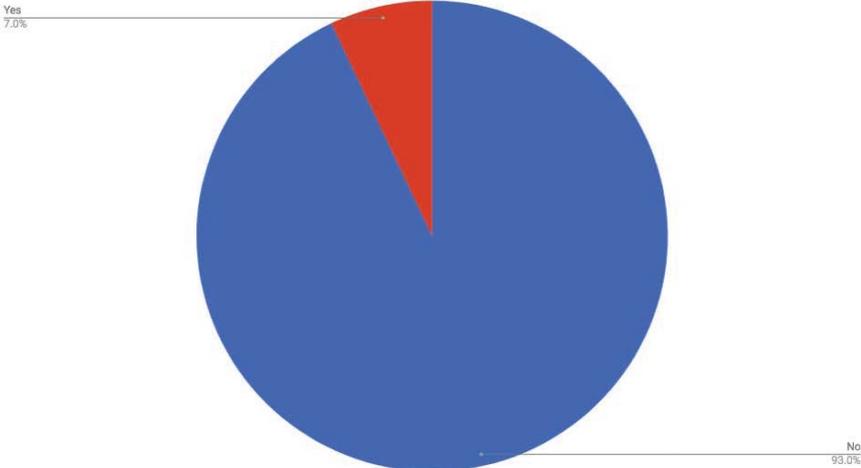
1,652 responses



Impact of UCSC Coastal Campus

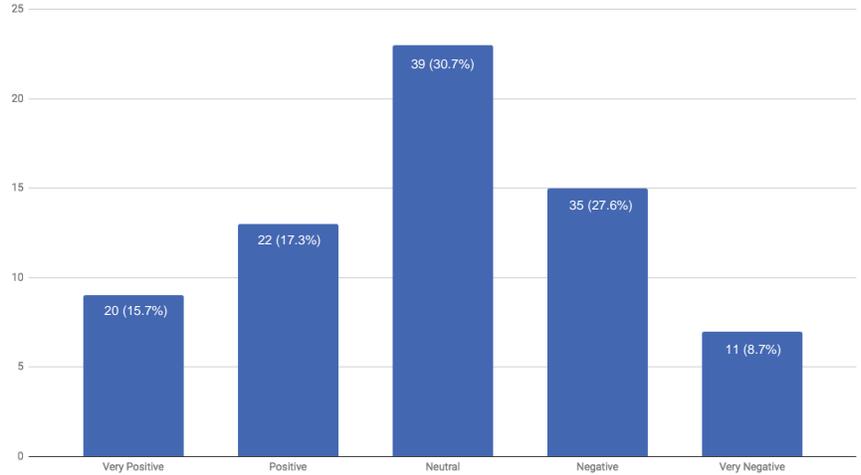
UCSC Coastal Campus

Have you attended a class at the UCSC Coastal Biology Campus?



Impact of Traveling to Coastal Campus

Please rate the impact traveling to the Coastal Biology Building has had on your educational experience.



Please explain the specific impacts traveling to the Coastal Biology Building has had on your educational experience.

- Time consuming commute (20)
- Heavy reliance on buses (and their punctuality) (27)
 - Bus schedules do not always match up with class times/unpredictable times, especially during finals (18)
 - Too few buses (17)
 - DRC vans do not commute to coastal campus
 - Classes before 9am are difficult to get to by bus (7)
 - Can no longer take back to back classes/had to take fewer classes (7)
- Lack of parking (5)
- Classrooms/campus resources lacking [printers especially] (8)
- Beautiful campus/useful resource (10)

Narratives about UCSC Coastal Campus

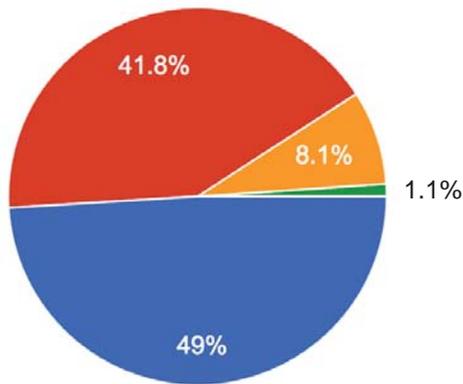
- “The buses only run every hour and take a long time to get to the destination. It wastes up to 3 hours of my time everyday to commute due to waiting for the bus (some of my classes ended right after the bus arrives and if I had to speak to a TA or professor, I missed the bus). When I missed a bus by a couple minutes, I was forced to Uber. I was also forced to uber to get to office hours or tutoring sessions when the bus was not available. I spent a lot of money for transportation. Another negative experience was the lack of food at CBB. Last quarter, I had two classes and 2 sections, twice a week (back to back) and would get really hungry. It is a real inconvenience that I am paying for a meal plan and can't use it when I am stranded at the CBB.”

Narratives about UCSC Coastal Campus

- “I had an 8 AM class right before a class at the CBB. As a result I always missed the 22, and had to take the 20, then walk the rest of the way. Normally this wouldn't be a problem, except the 22 arrives significantly earlier, so all the seats are taken at least 15 minutes before class starts. Because I showed up only 10 minutes early, I usually had to sit without a desk or on the floor which made seeing the projector screen and taking notes much more difficult. It is also very difficult to take a mixture of classes at central campus and coastal science campus. Last quarter, due to transit times I was only able to take 2 classes and two labs because everything else I was interested in had a time conflict. That said, it's generally a nice building.”

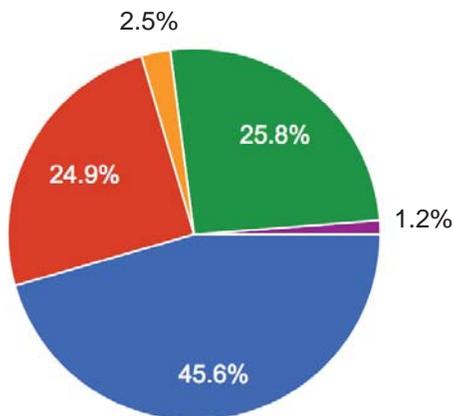
2017- 2018 Course Availability

Which of the following best describes your experience this academic year?



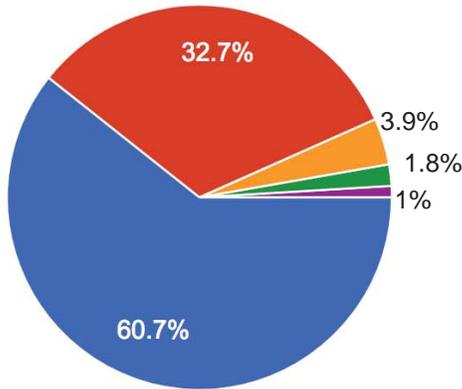
- I got all the classes that I planned/wanted
- I didn't get every class I planned/wanted but every class I took met one of the requirements for graduation (General Education or Major/Minor)
- I didn't get every class I planned/wanted so I took fewer classes than I had planned.
- N/A (leave of absence, abroad, etc.)

Did you try to register for General Education (GE) classes this academic year?



- Yes, I was able to register for all the GE classes I planned/wanted to take
- Yes, but I had to take at least 1 GE class that was not my first choice
- Yes, but I could not get into any GE classes
- No, I did not try to register for any GE classes
- N/A (leave of absence, abroad, etc.)

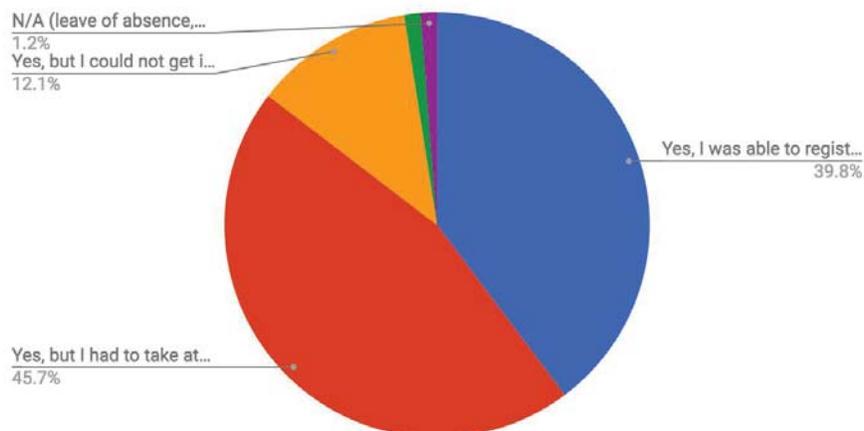
Did you try to register for classes for your Major(s) this academic year?



- Yes, I was able to register for all classes I planned/wanted to take for my Major(s)
- Yes, but I had to take at least 1 class for my Major(s) that was not my first...
- Yes, but I could not get into any classes for my Major(s)
- No, I did not try to register for any Major(s) classes
- N/A (leave of absence, abroad, etc.)

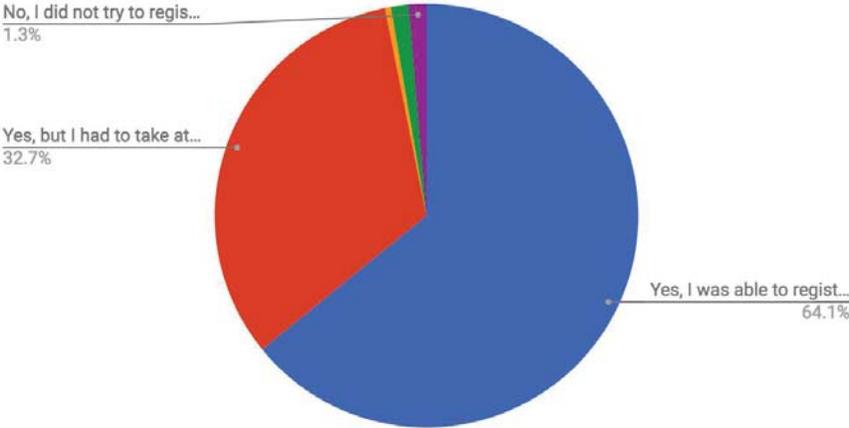
PSYC Enrollment

Did you try to register for classes for your Major(s) this academic year? Psychology Majors Only.

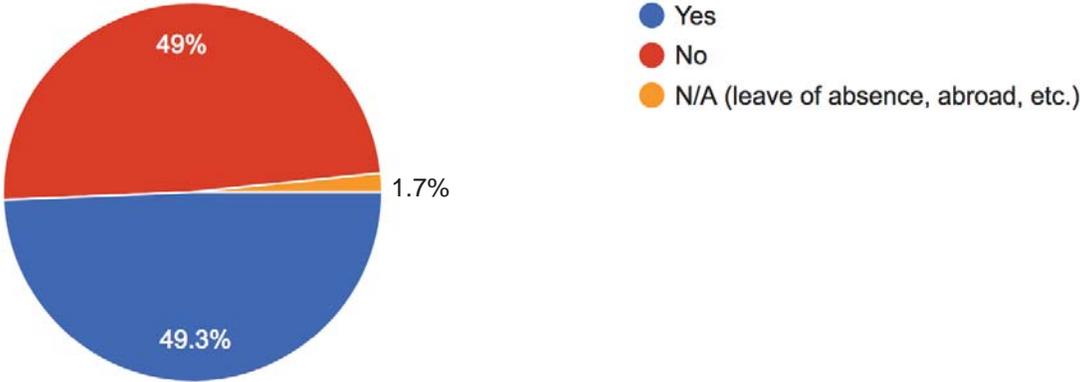


CMPS Enrollment

Did you try to register for classes for your Major(s) this academic year? CMPS Majors Only.



When enrolling for this academic year, did you enroll in a class you intended to drop if you were able to register for another class?

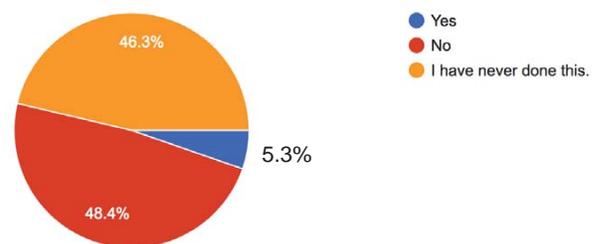


General Enrollment and Class Size

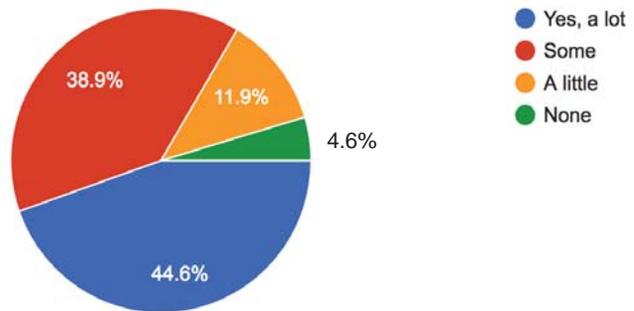
Have you ever attempted enrolling or crashing the SAME class multiple quarters and been unsuccessful?

Top 3 Courses for crashing:

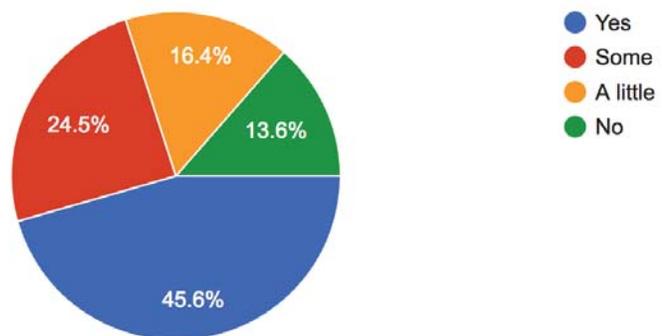
- PSYC 10
- PSYC 100
- CMPE 110



Have you experienced overcrowding in classes or sections?



Have you ever felt that the size of a class diminished from the quality of your education?



Do you have any memorable classroom experiences good or bad that were affected by classroom size or the waitlist process?

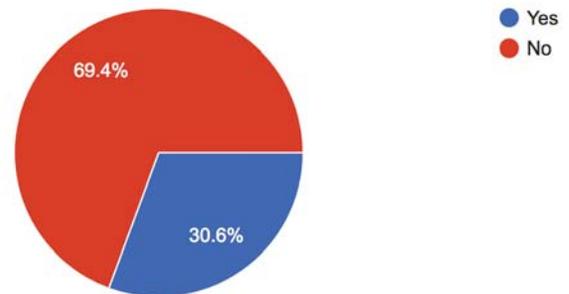
- Too many people in classes (25)
 - Tests are distracting
 - Hard to connect with professors/TA's
 - No seating/had to sit on floor
 - Difficult to focus
- PSYC 100, CHEM 1C, ECON 1
- Art Studios are too small/have too many people
- Core classes/classes <20= optimal (10)

Online Course Experience

Have you taken an online course facilitated through UCSC?

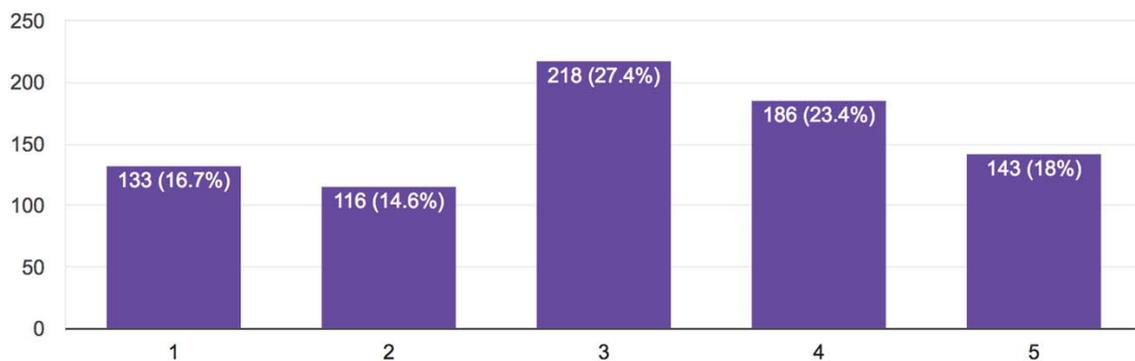
Top 5 Mentioned Courses:

- MATH 19A, 19B, 23A
- PHYS 6A
- SOCY 173A



How would you rate your experience with online courses?

796 responses

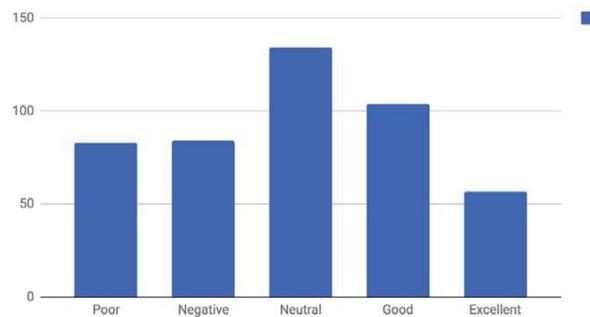


Do you have any notable experiences, good or bad, with online classes?

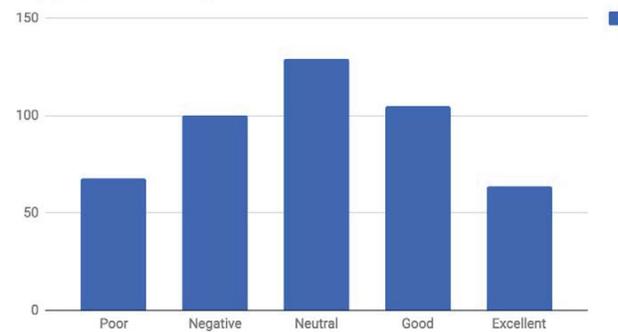
- Math 23A (9)
- Math 19A/B (8)
- Teachers hard to speak to/gain access to in person
- Online testing is terrible (5)
- ProctorU is bad (6)

MATH Satisfaction

How would you rate your experience with online courses? Math Classes.

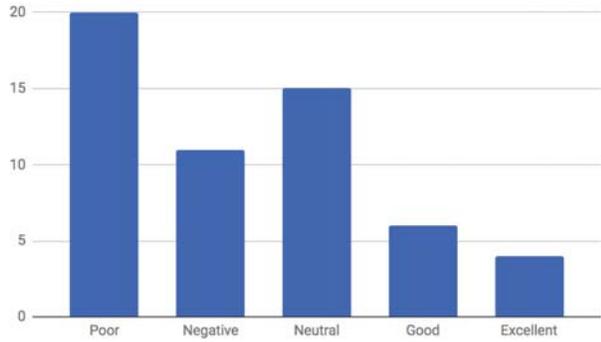


How would you rate your satisfaction of curriculum and academic support accessibility in these courses? Math Classes.

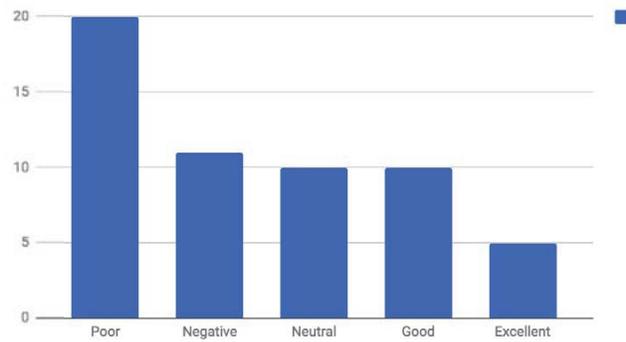


PHYS Satisfaction

How would you rate your experience with online courses? Physics Classes.

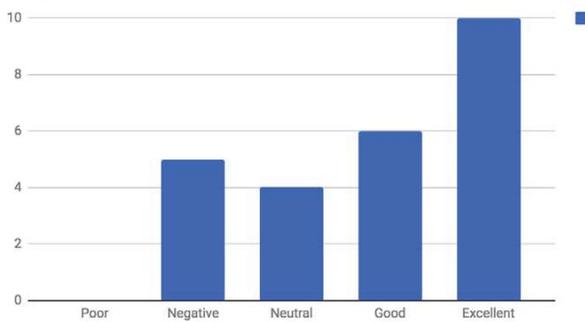


How would you rate your satisfaction of curriculum and academic support accessibility in these courses? Physics Classes.

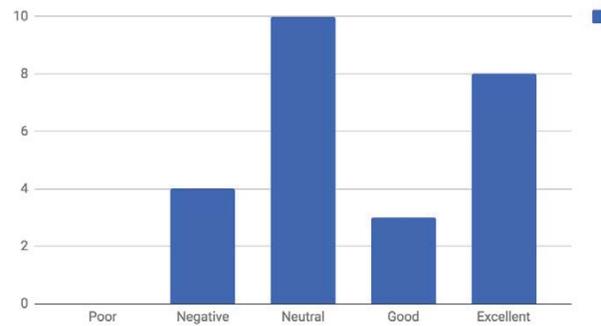


SOCY 173A Satisfaction

How would you rate your experience with online courses? SOCY 173A.



How would you rate your satisfaction of curriculum and academic support accessibility in these courses? SOCY 173A.



Narratives about Online Courses

- “ The online math courses do not provide sufficient instruction. They make the material more confusing. The online system is confusing and led to many students losing points to technical errors. The online course format requires that tests have no partial credit which does not make much sense for the level of math that is being run on these online courses.”

Narratives about Online Courses

- “ Online classes are not fair to students who prefer in person classes when the only option for a class in a given quarter is an online class. My 3 worst grades in college are in the 3 online classes I have taken because this method of learning did not work well for me. However, I was forced to take these classes online to avoid falling behind in my major coursework. MATH 23A is especially egregious for being offered in person only one quarter every year.”

Questions?

Email: suavpa@ucsc.edu

