

Meeting Call for Regular Meeting of the Santa Cruz Division
Wednesday, February 20, 2019 at 2:30 p.m.
Merrill Cultural Center
ORDER OF BUSINESS

1. Approval of Draft Minutes
 - a. Draft Minutes of January 9, 2019 (AS/SCM/322)
 2. Announcements
 - a. Chair Lau
 - 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 Academic Personnel (AS/SCP/1927) p. 1
5. Reports of Special Committees (none)
 6. Reports of Standing Committees
 - a. Committee on Academic Personnel
 - i. Amendment to Bylaw 13.10.1 – Committee Charge (AS/SCP/1928) p. 7
 - b. Committee on Educational Policy
 - i. Amendment to Regulations for Chapter 9 (AS/SCP/1929) p. 9
 - ii. Amendment to Regulations for Chapter 10 (AS/SCP/1930) p. 13
 - c. Committee on Teaching
 - i. Student Evaluations of Teaching (SET) Presentation (AS/SCP/1931) p. 15
 7. Report of the Student Union Assembly Chair
 8. Report of the Graduate Student Association President
 9. Petitions of Students (none)
 10. Unfinished Business (none)
 11. University and Faculty Welfare (none)
 12. New Business
 - a. Resolution on the Commitment to Freedom of Speech and Freedom of Expression p. 19 (AS/SCP/1932)
 - i. CAF Comment on the Commitment to Freedom of Speech and Freedom of Expression (AS/SCP/1933) p. 21

February 15, 2019

Academic Senate
Santa Cruz Division

Dear Colleagues,

I write to invite you to the upcoming Academic Senate meeting on Wednesday, February 20, 2:30pm at the Merrill Cultural Center. The agenda is available at: <https://senate.ucsc.edu/senate-meetings/agendas-minutes/2018-2019/2019-february-20-meeting/index.html>

As you will see from the agenda, both Chancellor Blumenthal and Campus Provost and Executive Vice Chancellor Tromp will offer comments and field questions. In addition, the Committee on Academic Personnel (CAP) is proposing a bylaw change to expand its membership to keep pace with the increase in faculty since its last expansion in the 1980s (see page 7 of the agenda), and the Committee on Educational Policy (CEP) is proposing amendments to two regulations (see pages 9 and 13). The Committee on Teaching (COT) will also make a presentation on an SET survey draft which was circulated with the CALL.

Under New Business, you will see that Senator Ethan Miller (Baskin School of Engineering) is bringing forward a resolution regarding freedom of speech and freedom of expression. The resolution—as well as comments on the resolution from the Committee on Academic Freedom (CAF)—can be found starting on page 19 of the agenda.

Finally, I would like to remind you that Professor Lise Getoor (Computer Science and Engineering) will be delivering the 53rd Annual Faculty Research Lecture on Tuesday, February 26, 7 pm, at the Music Recital Hall. Professor Getoor’s lecture is titled “Responsible Data Science” and promises to be both timely and thought-provoking.

Thank you for your time. I hope to see you on February 20 for the Senate meeting and on February 26 for the Faculty Research Lecture.

Kim Lau, Chair



Academic Senate
Santa Cruz, Division

SUBMISSION OF PROPOSED CORRECTIONS TO THE MINUTES
January 9, 2019 Senate Meeting

The draft minutes from the January 9, 2019 Senate meeting were distributed via email on February 5, 2019 and will be presented for approval at the Senate Meeting on February 20, 2019. 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, February 19, 2019**. They should be addressed to the Secretary, c/o Academic Senate Office, 125 Kerr Hall or via email to senate@ucsc.edu.

Roger Schoenman, Secretary
Academic Senate
Santa Cruz Division

February 5, 2019

**Committee on Academic Personnel
Annual Report, 2017-18**

To: Academic Senate, Santa Cruz Division

The Committee on Academic Personnel (CAP) is charged with providing Senate consultation on faculty personnel cases, and for making recommendations on appointments, promotions, merit increases, and mid-career appraisals for Senate faculty, adjunct faculty, and professional researchers to the deciding authorities: Chancellor, Campus Provost/Executive Vice Chancellor (CP/EVC), and Divisional Deans. In no case is CAP the deciding authority.

In the year 2017-18, CAP had one representative from the Arts, one from Engineering, three from Humanities (including the Chair), two from Physical and Biological Sciences, and two from Social Sciences. The committee reviewed and made recommendations on 258 personnel cases; the final administrative deciding authority concurred roughly 85% of the time, which is a slight decrease from 87% in 2017-18.

Workload

In 2017-18 CAP continued its established practice of meeting weekly on Thursday afternoons. The Committee had two orientation meetings in the fall, and met to review files 32 times during the academic year (10, 11, and 11 sessions in fall, winter, and spring quarters, respectively, as well as two meeting during the summer of 2018).

The reshaping of the Baskin School of Engineering late in the academic year 2017-18 required additional, unforeseen attention by CAP, as did CAP's discussions of and consultations on the Strategic Academic Plan. Thus policy matters occupied a significant portion of CAP's time in 2017-18.

As noted above, CAP made recommendations this year on 258 personnel cases. Roughly 65% of the cases involved department recommendations for accelerations and/or greater-than-normal salaries, which typically require more discussion than do normal one-step merit reviews.

The number of appointments reviewed decreased significantly from the previous year. In 2016-17, CAP reviewed 60 appointment files, 53 of which were ladder-rank. In 2017-18, CAP reviewed 34 appointment files, 27 of which were ladder rank. In 2017-18 (see Chancellor's memorandum of January 17, 2018), CAP agreed to waive its review of appointment files to Assistant Professor, Steps 1-3, up to an annual salary rate for Associate Professor, Step 4. It was agreed that CAP would be provided with quarterly reports regarding appointments made under this new process.

CAP reviewed 2 reconsideration requests in 2017-18. The number of retention cases increased, 4 were reviewed in 2016-17, and 8 reviewed this year (2017-18). For more on retentions, see the section below.

CAP's Recommendations Compared to Administrative Decisions

As noted above, during 2017-18, the final administrative decision and CAP's recommendation concurred roughly 85% of the time (217 out of 255 files completed files, with 1 file that CAP reviewed carried over to 2018-19 and not yet complete, and 2 files where faculty left the campus before a final authority decision was made). Although a few disagreements concerned rank and/or step, the overwhelming majority of them involved salary increments, typically in the range of 1/3 step.

Three disagreements involved appointments; these will be discussed separately below. Of the 35 other disagreements, not involving appointments, 6 involved a decision about the appropriate rank and/or step. Four disagreements were with the CP/EVC: CAP recommended a higher rank/step in 3 cases, and a lower rank/step in 1 case. Two disagreements were with the Chancellor: CAP recommended a lower step/rank in both cases. The remaining 29 disagreements concerned salary (9 with Dean's authority, and 20 with CP/EVC's authority). In the Dean's authority cases, CAP recommended higher salaries in 7 cases. Salary disagreements occurred with the Humanities Dean in 3 cases, and with the Physical and Biological Sciences Dean in 1 case, with the Arts Dean in 1 case, and with the Dean of Baskin School of Engineering in 2 cases. In the CP/EVC-authority cases, CAP recommended a higher salary than was awarded in 10 cases and a lower salary in the remaining 10 cases.

In 2017-18 CAP reviewed 127 files, excluding appointment and retention files, that were Chancellor's or CP/EVC's authority: 17 from the Arts; 23 from the Humanities (1 of which left campus before a final decision was made); 37 from PBSci; 27 from Social Sciences (1 of which was carried over to 2018-19, and 1 of which left campus before a final decision was made); and 23 from the Baskin School of Engineering. The CP/EVC disagreed with CAP on 7 Arts files reviewed (5.5% of the Chancellor and CP/EVC authority total); the CP/EVC decision was for a lower salary than that recommended by CAP in 5 cases, and a higher salary in 2 cases. The CP/EVC disagreed with CAP on 4 Humanities files (3.2%), deciding on a lower salary than the CAP recommendation in 2 cases, and a higher salary in 2 cases. The CP/EVC disagreed with CAP on 6 PBSci files (4.7%), deciding on a lower salary in 2 cases, and a higher salary in 4 case. The CP/EVC disagreed with CAP on 2 Social Sciences files (1.6%), deciding on a lower salary than that recommended by CAP in both cases.. The CP/EVC disagreed with CAP on 5 SOE files (3.9%), deciding on a lower salary in 4 cases and a higher salary in 1 case. The Chancellor disagreed with CAP on 1 PBSci file (.8%), deciding on the same salary, but a higher step. The Chancellor disagreed with CAP on 1 Humanities file (.8%), deciding on a higher salary than CAP.

As noted, the numbers cited above do not include disagreements involving salary recommendations for retentions or recommendations concerning appointments, which we exclude since it is understood that negotiations will take into account competing offers and other relevant circumstances that affect salary offers and have little to do with disagreements regarding the merits of the file compared to other files across this campus. CAP would like to note, however, that final salaries offered in some appointment cases ended up higher than those recommended by departments, CAP, and at times the relevant dean. In the 3 salary

disagreements with CP/EVC-authority appointment cases, the CP/EVC agreed with the dean and the decision was lower than the both department's and CAP's recommendations in 1 case (this file was from PBSci). In the remaining 2 cases (both from PBSci), the decision was higher than the department, dean, and CAP recommendations. There were no disagreements with Chancellor-authority or dean-authority appointment cases. Disparities in starting salaries between divisions will likely have a significant impact on increasing salary inequities. Accordingly, the difference between recommended salaries and final salaries is something that CAP, the Committee on Affirmative Action and Diversity (CAAD) and the Committee on Faculty Welfare (CFW) should be monitoring, as is the number of failed recruitment and retention actions.

Case Flow, Ad Hoc Committees

There were 2 cases from 2017-18 that CAP reviewed and made recommendations on that were not completed in 2017-18 (due to *ad hocs*, requests for more information, and pending authority decisions) and were carried over to 2018-19. One of these cases was completed with a final decision by the drafting of this report in fall 2018 and was included in the report data. In addition, there were 5 files that were not received by CAP prior to the last meeting of the year and were therefore not reviewed by CAP in 2017-18, and will be carried over to 2018-19.

Delays in the review of files are rarely due to CAP. Our process involves an efficient turnaround from receipt of a file to submission of a recommendation letter. Exceptions may occur when an unusually large number of files comes in during a single week, in which case some files may be delayed (usually no more than one week), or when a file requires further information or analysis. Pressing retention files are usually reviewed within a few days of receipt, and letters are sent immediately.

Any file that requires an *ad hoc* committee is seen by CAP twice. First, such a file is reviewed for the recommendation of names for an *ad hoc* committee. Then, when the *ad hoc* committee's report is completed, the file is considered again. It should be noted that CAP nominates members of these committees (typically nine nominees), but the appointment of members and supervision of the *ad hoc* committee review is the responsibility of the administration. In our experience, the Academic Personnel Office (APO) has been very efficient in forming committees quickly and ensuring that the letters are finished and returned to CAP in a timely manner.

In recent years, the campus has reduced the use of *ad hoc* committees, bringing our campus more in line with practices on other UC campuses. Typically, CAP does not request an *ad hoc* committee for midcareer reviews, advancement to Step VI, appointments, or promotion to Professor, unless there is substantial disagreement at previous levels of review. For major promotions, when there is disagreement between department and dean, or there are one or more "no" votes in a department, CAP is likely to request the additional perspective of an *ad hoc* committee. In 2017-18, 4 promotion cases had an *ad hoc* committee review.

During 2017-18, 6 Senate members were selected to serve as members of *ad hoc* committees (the committee for the fourth *ad hoc* case met in 2016-17). CAP expresses its gratitude toward

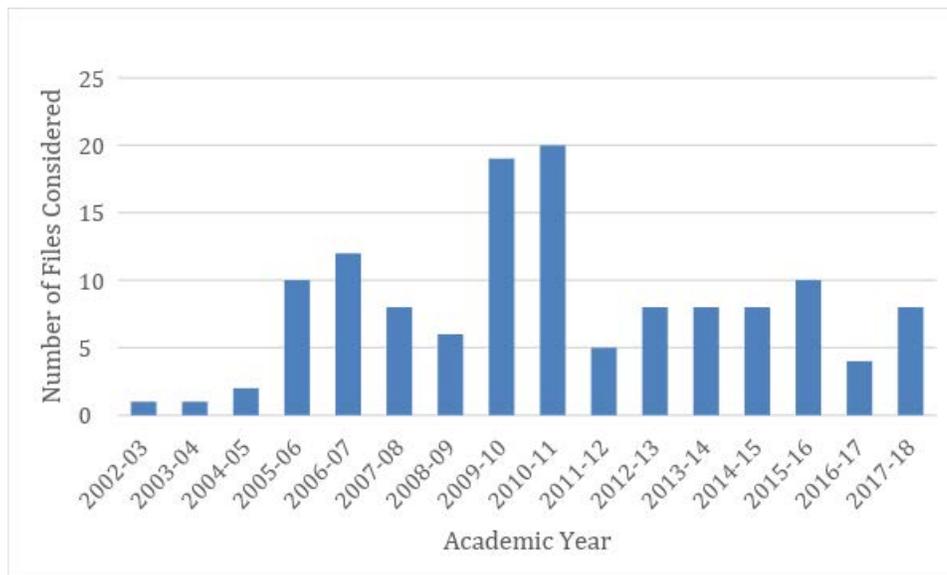
colleagues who served and encourages all faculty members to consider agreeing to serve in the future. It also acknowledges the work of faculty who serve on Shadow CAP, evaluating the personnel files of current CAP members who are under review.

Retention

The loss of excellent faculty is a concern on our campus as well as across the UC system. CAP's goal in making recommendations on these cases is always to retain outstanding faculty, while also considering issues of equity. The long-term goal is to improve salaries on our campus and across the UC system. The systemwide Academic Senate continues to seek remedies for the gap between UC faculty salaries and those of the "Comparison Eight Institutions."¹

As noted above, CAP reviewed 8 retention files in 2017-18. Three of the retention files were for faculty members whose file was seen twice, having had a regular merit or promotion case in the same year. In light of the work that the Committee on Faculty Welfare (CFW) has been doing in recent years on the possible effects of UCSC faculty total remuneration on recruitment and retention, CAP finds it important to note that 5 of the 8 retention offers were successful.

The graph below shows the number of retention files considered by CAP since 2002-03.



Suggestions for Personnel Files and the Evaluation of Teaching

Through the years, CAP has provided suggestions on how to improve the preparation of personnel review files. Over the course of the 2017-18 academic year, the CAP Chair met with a broad range of constituencies at UCSC to discuss the personnel review process and encourage

¹ The "Comparison Eight Institutions" include the University of Illinois, the University of Michigan, the University of Virginia, SUNY Buffalo, Harvard University, Massachusetts Institute of Technology, Stanford University, and Yale University.

faculty, Chairs and Deans to consult all available online resources on the campus. In addition, in 2017-18 the CAP Chair collaborated with the Committee on Career Advising (CCA) to attend workshops related to the paths to tenure, and CAP was consulted on CCA's document, "Tips on the Path to tenure," available on CCA's web site.

In the CP/EVC and CAP Chair Annual Memo written on July 22, 2013, CAP requested that, starting with all 2013-14 academic reviews, departments provide a table of the teaching done during the review period that includes a summary of the quantitative course survey results regarding teaching effectiveness. This table has proven to be very useful in providing comparable overview statistics for all faculty. It should be noted that a team of readers continues to read all of the evaluations in the review files. CAP encourages the campus to produce functionality in the new "What Do You Think?" (WDYT) online student course survey (which includes the standard CAP-designated questions for the summary table) in order to produce the requested table automatically, thereby creating consistency in the teaching tables across campus, while requiring less work on the part of departmental staff.

Discussions of alternative ways to assess teaching continue at UCSC, in light of numerous studies highlighting potential inequities and implicit biases in student surveys and of transitions to a new student online survey system. CAP consulted with the Center for Innovations in Teaching and Learning (CITL) to develop papers on "Documenting Teaching" that are posted on the CITL site. The chair also met informally and regularly with the chairs of COT (Matthew McCarthy) and CAAD (Miriam Greenberg) to discuss the new online Student Experience of Teaching (SET) forms, teaching assessment at UCSC more generally, and ways to make improvements to the assessment of teaching. CAP reiterates that the Academic Personnel Manual requires more than one kind of evidence of teaching effectiveness in each review file.² Additional types of evidence of teaching effectiveness include: the opinions of faculty members based on class visitations or public lectures; departmental review of syllabi, exams, assignments, and so on; the number and caliber of students mentored by the candidate; and the development of new and effective techniques of instruction, including techniques that meet the needs of students from groups that are underrepresented in the field of instruction. Because mentoring of students at all levels is a critical aspect of teaching, mentorship should be explicitly evaluated by the department. CAP continues to encourage those preparing personnel files to embrace a multi-pronged approach in the assessment of teaching.

Acknowledgments

The academic personnel review process depends on the collective work of many hands. We acknowledge AVP Grace McClintock and the extraordinary staff of the Academic Personnel Office. These knowledgeable, helpful, and hardworking staff are critical to the personnel review process, providing the information that CAP needs to get its work done. In particular, CAP members thank Chris Imai and Ibukun Bloom for their tireless efforts and great patience in working through our fourth year with the DivData system. CAP is also particularly grateful to Ibukun Bloom for being ready at a moment's notice to answer complex personnel questions, and

² [APM 210-1.d.1](#) – Criteria for Appointment, Promotion, and Appraisal, Teaching

to Leslie Marple for her preparation of, and assistance with, CP/EVC and Chancellor authority appointment files. CAP acknowledges the work and skill of departmental and divisional staff in helping to prepare and process personnel review files, and is grateful for the dedicated divisional academic personnel coordinators and analysts.

Our deepest appreciation goes to Jaden Silva-Espinoza, our Senate Analyst. While juggling the work of several Academic Senate committees, Jaden serves CAP with efficiency and good humor. CAP functions smoothly in large part because of Jaden, whose quick-thinking, problem-solving, multitasking abilities and knowledge of Senate functioning are beyond compare. Her contributions to the personnel review process are immeasurable.

We would also like to express our appreciation for the collaborative interactions with the divisional leaders—Dean Mitchell, Dean Koch (and Acting Dean Dave Belanger), Dean Wolf, Dean Solt, and Dean Stovall—and with campus leadership--VPAA Lee, CP/EVC Tromp, and Chancellor Blumenthal.

We consider it a great privilege to have served on CAP during 2017-18, and are grateful for our colleagues and all those who play a part in the academic personnel review process.

Respectfully submitted;

COMMITTEE ON ACADEMIC PERSONNEL

Robert Boltje

Don Brenneis (F)

Emily Brodsky

Lisbeth Haas (S)

Kent Eaton

Donka Farkas

Ethan Miller

Larry Polansky

Lisa Rofel (W&S)

Lynn Westerkamp (F&W)

Carla Freccero, Chair

January 23, 2019

**Committee on Academic Personnel
Amendment to Bylaw 13.10.1 – Committee Charge**

To the Academic Senate, Santa Cruz Division:

The Committee on Academic Personnel (CAP) is proposing changes to Bylaw 13.10.1, which contains makeup of the committee. The current Bylaw limits membership to nine members. CAP proposes to expand its membership from nine to eleven members, so that in a typical year there are at least two CAP members from each of the four divisions (Arts, Humanities, Physical & Biological Sciences, Social Sciences) and the Baskin School of Engineering (BSOE).

Bylaw 13.10.1 has been amended only once in the past, when CAP membership was increased from six members to nine members in 1987¹. Since that time, the number of cases handled by CAP each year has increased considerably in view of the Senate faculty growth on campus, which is depicted in the table below.

Academic Year	Number of Senate Faculty (ladder-rank and LSOE)
1988-89	253
1998-99	440
2008-09	576
2018-19	610

It should also be noted that BSOE was established in the summer of 1997 and grew from 30 Senate faculty in 1998-99 to 103 Senate faculty in 2018-19. With nine faculty serving on CAP, it is often the case that only one member is from BSOE or from the Arts Division. Thus, the proposed expansion of CAP membership to eleven will provide adequate membership to ensure sufficient disciplinary expertise on CAP each year.

The Committee on Academic Personnel (CAP) is proposing the following change to Bylaw 13.10.1 effective fall 2019.

Current wording	Proposed wording
<p>There are nine Santa Cruz Division members. (CC 31 Aug 98)</p> <p>The Committee makes recommendations to the Chancellor of Santa Cruz on appointments, promotions, salaries, and other matters related to the quality of the Faculty. (Am 10 Nov 66, 3 Dec 69, 26 May 71 EI, 24 May 72, 9 Dec 87; CC 1 Aug 77, 31 Aug 98; EC 18 Oct 91)</p>	<p>13.10.2 There are eleven Santa Cruz Division members.</p> <p>13.10.2 <i>No changes</i></p>

¹ Report of the Committee on Academic Personnel (Amendment to By-Law 13.10.1), November 23, 1987

Respectfully submitted;
Jorge Aladro Font
Junko Ito
Phokion Kolaitis
Andrew Moore
Scott Oliver
Larry Polansky
Daniel Wirls
Eileen Zurbriggen Lynn
Westerkamp, Chair

November 1, 2018

**COMMITTEE ON EDUCATIONAL POLICY
Amendment to Regulations for Chapter 9
Grades, Evaluations, and Transmission of Records**

To: Academic Senate, Santa Cruz Division

The Committee on Educational Policy (CEP) proposes the following changes to regulations about the grade option (P/NP or letter grade) for undergraduate students in courses:

- i) to state explicitly that letter grade requirements for academic programs are subject to CEP approval, in accordance with Santa Cruz Bylaw SCB 13.17.4
- ii) to extend the deadline for a student to change their grading option to the end of the ninth week of instruction, and to clarify that such a change can be in either direction. This gives more time for students to see how they are doing in the course, but their grade is still not known.
- iii) to state that the Committee on Courses of Instruction (CCI) has the authority to grant petitions for post-deadline grade option changes. This authority is being exercised by CCI at present, to deal with cases when a student is unable to graduate because they do not have letter grades for 75% of their courses, or when they have inadvertently taken a course required for their major on a P/NP basis even though the major has a letter grade policy. (CEP and CCI are formulating policies to minimize the number of appeals in the second category.)
- iv) to repeal the IP (In Progress) grade, that allows sequences of courses to be ‘bound’ together with a single grade assigned to all of the courses at the end of the sequence. Managing these grades is difficult for the registrar’s office. Even in a course where the work extends over multiple terms, it should be possible to assign goals for each term separately. There are only four undergraduate programs with such course sequences, and the department chairs do not object to the grade being abolished.

Existing Regulations

Proposed Regulations

Existing Regulations		Proposed Regulations	
9.1	General.	9.1	No changes.
9.1.1	Grades A-F, shall be awarded for undergraduate students in the manner and with the meanings prescribed in SR 780, except that the grades A, B, C, and D may be modified by plus (+) or minus (-) suffixes. The grade of I shall be awarded as specified in SCR 9.1.6. The grade of IP shall be awarded as an interim mark in multi-term courses described in SCR 9.1.7. The grade of W denotes that the student has enrolled but formally withdrawn from the course.	9.1.1	No changes.

<p>9.1.2 A Pass/Not passed option is available to a student in good standing in the manner provided for by SR 782. A grade of Passed shall be awarded only for work which would otherwise receive a grade of C (2.0) or better. A department may require that any course or courses applied toward credit in a major be taken on a letter grade basis. The P/NP option must be exercised no later than the last day to add a course and may not be subsequently changed.</p>	<p>9.1.2 A Pass/Not passed option is available to a student in good standing in the manner provided for by SR 782. A grade of Passed shall be awarded only for work which would otherwise receive a grade of C (2.0) or better. A program department may require, subject to CEP approval, that any course or courses applied toward credit in a major be taken on a letter grade basis. Selection of grading The P/NP option must be exercised no later than the last day to add a course end of the ninth week of instruction and may not be subsequently changed after this deadline except by petition to the Committee on Courses of Instruction.</p>
<p>9.1.3 All grades, except I and IP, are final when filed by an instructor in the end of term course report. However, the Registrar is authorized to change a final grade upon written request of an instructor, provided that a clerical or procedural error is the reason for the change. Grade changes (except for I and IP, which are governed by 9.1.6) must be submitted to the Registrar within one year from the close of the quarter for which the original grade was submitted. Late requests for grade changes based on clerical or procedural error are subject to the approval of CEP. No change of grade may be made on the basis of reexamination, or with the exception of the I and IP grades, the completion of additional work.</p>	<p>9.1.3 No changes.</p>
<p>9.1.4 Grade points per credit shall be assigned by the Registrar as follows: A = 4; B = 3; C = 2; D = 1; F=0. I, W, or IP = none. "Minus" grades shall be assigned three-tenths grade point less per credit than unsuffixed grades, and "plus" grades (except A+) shall be assigned three-tenths grade point more per credit. The grade of A+ shall be assigned 4.0 grade points per credit, the same as for an unsuffixed A, but when A+ is reported it represents extraordinary achievement.</p>	<p>9.1.4 No changes.</p>
<p>9.1.5 With the approval of the Committee on Courses of Instruction, course sponsoring agencies may offer courses as "P/NP only." The designation of</p>	<p>9.1.5 No changes.</p>

<p>courses as "P/NP only" shall be made by the Committee on Educational Policy during the spring term to have effect for all of the following academic year, beginning with the following fall term, and shall remain in effect until changed by request of the course sponsoring agency, with the approval of the Committee on Educational Policy. During the academic year, agencies may request the "P/NP only" designation for new courses to be offered for winter, spring, or summer terms</p>	
<p>9.1.6 The grade of I may be assigned only when a student's work is of passing quality but is incomplete (I). The student must make arrangements in advance with the instructor in charge of the course in order to receive an I. In order to replace the I with a passing grade and to receive credit, a student must petition by the deadline imposed by the Registrar and complete the work of the course by the end of the finals week of the next term, unless the instructor specifies an earlier date. If the instructor fails to submit a passing grade for any reason by the deadline for submitting grades in the next succeeding term after the I was awarded, the student receives an NP or F depending on the grading option selected. The deadline imposed herein shall not be extended. (However, see SCR 6.7.)</p>	<p>9.1.6 No changes.</p>
<p>9.1.7 A grade in a single course extending over two or three terms of an academic year may be awarded at the end of the course. The grade shall then be recorded as applying to each of the terms of the course. A student satisfactorily completing only one or two terms of a course extending over two or three terms of an academic year shall be given grades for those terms. The grading option selected for the first term of a multiple term course applies to each subsequent term. [SCR 10.1.4]</p>	<p>9.1.7 A grade in a single course extending over two or three terms of an academic year may be awarded at the end of the course. The grade shall then be recorded as applying to each of the terms of the course. A student satisfactorily completing only one or two terms of a course extending over two or three terms of an academic year shall be given grades for those terms. The grading option selected for the first term of a multiple term course applies to each subsequent term. [SCR 10.1.4]</p>

<p>9.1.8 Students who receive a grade of C-, D, D+, D-, F, NP, or W, may retake the course, subject to the following conditions: Courses in which the student has received a grade of C-, D, D+, D-, or F can only be taken again on a letter grade basis. Credits shall not be awarded more than once for the same course, but the grade assigned each time must be permanently recorded on the student's transcript. Taking a course more than twice requires approval of the student's college. (For computation of GPAs involving repeated courses, see SCR A9.4.1.)</p>	<p>9.1.8 No changes.</p>
<p>9.1.9 With the exception of this sub-section, the regulations of this chapter do not apply to University Extension courses. University Extension courses shall be graded in accordance with SR 780 (including provisions with regard to grade points and credits) and SR 810(A).</p>	<p>9.1.9 No changes.</p>

Respectfully submitted;
COMMITTEE ON EDUCATIONAL POLICY
Jeff Bury
Ben Carson
Patrick Chuang
Suresh Lodha
Francis Nimmo
Tonya Ritola
Megan Thomas
Nina Treadwell (F)
Rob Wilson (F)
Noriko Aso, *ex-officio*
Tchad Sanger, *ex-officio*
Onuttom Narayan, Chair

June 6, 2018

**COMMITTEE ON EDUCATIONAL POLICY
Amendment to Regulations for Chapter 10
Requirements for the B.A. and B.S. Degrees**

To: Academic Senate, Santa Cruz Division:

The Committee on Educational Policy (CEP) proposes the following changes to regulations about the graduation requirements for undergraduate students:

i) to limit the number of credits that can be obtained from Physical Education (PE) courses and counted toward graduation. There is a systemwide rule that not more than 6 credits of PE courses can be transferred in, but individual campuses may have additional restrictions. As far as CEP is aware, only the College of Letters and Science at UCLA has a lower limit (4 credits) on PE courses being counted toward graduation. CEP recommends a 3-credit limit, i.e. slightly more than half of a standard 5-credit UCSC course, toward the 180-credit graduation requirement.

Furthermore, CEP believes that UCSC PE courses should be treated in the same manner as PE courses taken elsewhere and transferred in. At present, UCSC PE courses do not carry academic credit. CEP has informed the administration that requests may be submitted to the Committee on Courses of Instruction for PE courses to carry 0.5 or 1 academic credits, if this does not present logistical challenges to the administration.

ii) to repeal SCR 10.1.6 that allows up to 2 credits to be waived by CEP. This regulation was approved by the Academic Senate in 1996 to allow for “some flexibility in unusual circumstances”. In reality, the regulation creates a perception that undergraduates require 178 credits to graduate, and results in unnecessary workload for college advisors processing petitions. While students may unexpectedly fail a course in their last term, even a D- grade earns graduation credit. Students facing financial hardship can take courses in community college (subject to the Senior Residency requirement, and the condition that a maximum of 105 credits can be transferred in). Moreover, flexibility is already provided by the fact that students in truly unusual situations may petition to graduate under suspension of the regulations. At present, SCR 10.1.6 is anomalous among UC campuses.

Existing Regulations

Proposed Regulations

<p>10.1.1 Passing 180 credit hours and prior certification of satisfaction of: (a) the major requirements by the agency supervising the major program, (b) the college requirements by the appropriate college, and (c) the University of California and General Education</p>	<p>10.1.1 Passing 180 credit hours and prior certification of satisfaction of: (a) the major requirements by the agency supervising the major program, (b) the college requirements by the appropriate college, and (c) the University of California and General Education</p>

<p>requirements by the Registrar are required for graduation. Certain major programs or areas of study may require the completion of more than 180 credit hours. For undergraduates entering the University of California, Santa Cruz, fall 2001 or later, no more than 25% of the UCSC credits applied toward graduation may be graded on a Pass/No Pass basis. This includes any credits completed in the Education Abroad Program or on another University of California campus in an intercampus exchange program.</p>	<p>requirements by the Registrar are required for graduation. Certain major programs or areas of study may require the completion of more than 180 credit hours. Not more than three credits in Physical Education courses may be counted toward the Bachelor's degree. For undergraduates entering the University of California, Santa Cruz, fall 2001 or later, no more than 25% of the UCSC credits applied toward graduation may be graded on a Pass/No Pass basis. This includes any credits completed in the Education Abroad Program or on another University of California campus in an intercampus exchange program.</p>
<p>10.1.6 Effective March 1996, in exceptional circumstances a waiver of 2 or fewer credit hours may be granted by the Committee on Educational Policy.</p>	<p>10.1.6 Effective March 1996, in exceptional circumstances a waiver of 2 or fewer credit hours may be granted by the Committee on Educational Policy.</p>

Respectfully submitted;
 Committee on Educational Policy
 Noriko Aso, CCI Chair, *ex-officio*
 Needhi Bhalla
 Elisabeth Cameron
 Bruce Cooperstein
 Noah Finnegan
 Dongwook Lee
 Micah Perks
 Tchad Sanger, *ex-officio*
 Megan Thomas
 Onuttom Narayan, Chair

December 5, 2018

COMMITTEE ON TEACHING
Student Experience of Teaching (SET) Survey
A Collaboration of COT and CITL, in consultation with IRAPS incorporating input from
CAAD, CAP, CEP, APO, and SEC

To: Academic Senate, Santa Cruz Division

During the last two years, COT has been collaborating with CITL, CAAD, APO, IRAPS, and AVPTL Jody Greene to develop a new Student Experience of Teaching (SET) survey. The current SET survey represents this multi-year collaboration. Below are the guiding principles that we used when drafting the new SET survey.

GUIDING PRINCIPLES

1. Create a SET form that would be of use to Instructors in improving their teaching while also giving CAP evidence in a usable form (including the format of the reports) to aid in the evaluation of teaching for the Academic Personnel process.
2. Create a SET form in which, rather than speculating or emoting, students must draw on their direct experience of instruction and course design. The old form asked numerous questions students were not qualified to answer.
3. Create a SET form which, while unable to eliminate the known bias attached to these instruments, minimizes language known to encourage biased responses.
4. Create a SET form that corresponds to the best practices that have emerged from extensive research on other campuses.

Over 100 changes have been made to the original SET draft. These changes included extensive input from IRAPs, as well as initial input from VPAA Lee and APO. Additionally, COT members have piloted each prior iteration of the SETs, which resulted in its further refinement.

COT wishes to thank department and program chairs and instructors for their questionnaire feedback during this process. Your feedback helped us to understand how SETs were being used on campus.

The following SET survey will be rolled out Spring 2019.

STUDENT INFORMATION

1. What is your current class standing at UCSC?

- Freshman/first year
- Sophomore/second year
- Junior/third year
- Senior/fourth year
- Fifth-year senior or more
- Master's student
- PhD student
- Other

2. Why are you taking this class?

- Required for my major/minor
- Elective for my major/minor
- Part of a proposed major/minor I am exploring
- To fulfill a GE requirement (outside my major/minor)
- General interest in the topic
- Other reasons

3. What percentage of class meetings taught by this instructor (in person or remotely, not counting sections or labs taught by others) did you attend? (Note: 1 week = 10%)

- I withdrew from the course.
- 0-24%
- 25-49%
- 50-74%
- 75-100%

4. About how many total hours per week, outside of class meetings, did you spend on work for this course?

- 0-3 hours
- 4-6 hours
- 7-9 hours
- 10-12 hours
- 13 hours or more

The purpose of this anonymous survey is:

1. To give you a chance to reflect on how your experience with your instructor influenced your learning in the course;
2. To give your instructor feedback that may be helpful in improving the effectiveness of their **instruction** or the **design** of this course.
3. To give university administration and instructor's department/program/college evidence of your instructor's teaching effectiveness for their personnel reviews.

The instructor will not see responses until after grades have been submitted.

Please **only comment on your experience with the primary instructor**. Please fill out a **separate survey for any teaching assistants** for this course.

FEEDBACK ON INSTRUCTION:

(Scale for 5-9 is: unable to comment/never/occasionally/somewhat frequently/frequently/very frequently)

5. The instructor used class time effectively to support my learning.
6. The instructor communicated and explained concepts clearly.
7. The instructor showed respect for all students in the class.
8. The instructor provided useful feedback on my assigned work (put “unable to comment” if you received feedback on your assignments only from a Teaching Assistant).
9. The instructor clearly communicated how assignments would be evaluated and/or graded.

FEEDBACK ON COURSE:

(Scale: never understood the goals/at the beginning of the course/at the end of the course)

10. I understood the learning goals or learning objectives of the course.

(Scale for proposed 11-13 is: unable to comment/never/occasionally/somewhat frequently/frequently/very frequently)

Please only comment if the course contained the specific activity addressed in questions 11-13. Otherwise select “unable to comment.”

11. Lectures and other instructor-led presentations were well structured and had clear goals.
12. In-class activities were well structured and had clear goals.
13. Problem sets, writing assignments, and other homework helped me feel prepared for examinations, papers, and projects.

(New scale for question 14 is: no assigned reading/I did little to none of the assigned reading/I found the reading somewhat useful/I found the reading useful/I found the reading very useful)

14. I found the assigned reading I completed to be useful to my learning in the course.

Comments OPEN-ENDED

15. Please describe any specific **teaching practices** (such as lectures, seminar discussions, small group activities, individual conferences) the instructor used that you found helpful or unhelpful to your learning in this course.

16. Please describe the specific **course elements** (including readings, films, homework, guest lectures, instructional videos, examinations, papers, study guides, or other elements) that were helpful or unhelpful to your learning in this course.

17. What suggestions, if any, do you have to improve this course? Please be as specific as possible.

18. Is there anything else you would like to add?

Preparation for the Course

19. Did you feel prepared, by prerequisites or prior coursework, for the work required in this course?

- Unable to comment
- Not at all prepared
- Somewhat prepared
- Prepared
- Very prepared

Comments OPEN-ENDED

20. Please restate your answer to Q19 and explain it. For example, I felt somewhat prepared because...

Respectfully submitted;
Committee on Teaching
Sylvanna Falcon
Nick Brummell
John MacMillan
Boreth Ly
Jim Phillips, *sits with*
Jody Greene, *sits with*
Kimberly Helmer, Chair

Stephanie Bailey, NSTF rep
Chessa Adsit-Morri, Graduate rep

February 6, 2019

Resolution on the Commitment to Freedom of Speech and Freedom of Expression

To: Academic Senate, Santa Cruz Division

A 2014 statement by the University of Chicago regarding academic freedom and freedom of speech has been adopted by over 50 universities, including the University of Chicago, Princeton, Johns Hopkins, Columbia, Georgetown, and the University of Maryland. CSU Channel Islands adopted it in October 2017. UCSC has the opportunity to be the first University of California location to adopt it, and by doing so, state that our campus is in favor of academic freedom and freedom of speech.

The full statement from the University of Chicago can be found at:

<https://provost.uchicago.edu/sites/default/files/documents/reports/FOECommitteeReport.pdf>

A list of universities that have adopted or endorsed the statement can be found at:

<https://www.thefire.org/chicago-statement-university-and-faculty-body-support/>

Be it resolved:

Whereas the University of California, Santa Cruz is committed to free and open inquiry in all matters, it guarantees all members of the University community the broadest possible latitude to speak, write, listen, challenge, and learn. Except insofar as limitations on that freedom are necessary to the functioning of the University, UCSC fully respects and supports the freedom of all members of the University community “to discuss any problem that presents itself.”

And whereas all members of the University community share in the responsibility for maintaining a climate of mutual respect, concerns about civility and mutual respect can never be used as a justification for closing off discussion of ideas, however offensive or disagreeable those ideas may be to some members of our community. The freedom to debate and discuss the merits of competing ideas does not, of course, mean that individuals may say whatever they wish, wherever they wish. The University may restrict expression that violates the law, that falsely defames a specific individual, that constitutes a genuine threat or harassment, that unjustifiably invades substantial privacy or confidentiality interests, or that is otherwise directly incompatible with the functioning of the University. The University may also reasonably regulate the time, place, and manner of expression to ensure that it does not disrupt the ordinary activities of the University, but these are narrow exceptions to the general principle of freedom of expression. These exceptions will never be used in a manner that is inconsistent with the University’s commitment to a completely free and open discussion of ideas.

And whereas the University’s fundamental commitment to the principle that debate or deliberation may not be suppressed because the ideas put forth are thought by some or even by most members of the University community to be offensive, unwise, immoral, or wrong-headed. It is for the individual members of the University community, not for the University as an institution, to make those judgments for themselves, and to act on those judgments not by seeking to suppress speech, but by openly and vigorously contesting the ideas that they oppose. Fostering the ability of members of the University community to engage in such debate and

deliberation in an effective and responsible manner is an essential part of the University's educational mission.

And whereas, as a corollary to the University's commitment to protect and promote free expression, members of the University community must also act in conformity with the principle of free expression. Although members of the University community are free to criticize and contest the views expressed on campus, and to criticize and contest speakers who are invited to express their views on campus, they may not obstruct or otherwise interfere with the freedom of others to express views they reject or even loathe.

Therefore be it resolved that UCSC commits to promoting and protecting academic freedom and freedom of speech – not only to promote a lively and fearless freedom of debate and deliberation, but also to protect that freedom when others attempt to restrict it. Without a vibrant commitment to free and open inquiry, a university ceases to be a university. The University of California, Santa Cruz's commitment to this principle lies at the very core of our University's greatness. That is our inheritance, and it is our promise to the future.

Respectfully submitted,
Ethan L. Miller

COMMITTEE ON ACADEMIC FREEDOM
Comment on Resolution on the Commitment to Freedom of Speech
and Freedom of Expression

To: Academic Senate, Santa Cruz Division

The Senate Director has forwarded to the Committee on Academic Freedom (CAF) the Resolution on the Commitment to Freedom of Speech and Freedom of Expression submitted by Professor Ethan Miller. Although this resolution was not brought to CAF by Professor Miller, CAF's charge is described in part as "studies and reports upon any conditions within or outside the University which, in its judgment, may affect the academic freedom of the University," so it is appropriate for us to comment upon it.

At first reading, the resolution seems unobjectionable. It endorses free and open inquiry, freedom of discussion, civility and mutual respect, the exercise of individual judgment, meeting speech one finds objectionable with more speech, and so forth.

On closer reading, however, the resolution is puzzling in the following respects:

1. It mentions academic freedom but does not distinguish it from freedom of speech (for a useful discussion of the distinction, see CAF's web page, [Resources for Thinking About Academic Freedom and Free Speech](#), in particular the article by Joan Scott). In brief, when we are discussing academic freedom, research, accuracy, and care of argumentation matter. As Robert Post, former Dean of the Yale Law School, says in an article linked from the same CAF web page, "Academic freedom is defined in terms of the twin missions of the university; it encompasses freedom of research and freedom of teaching. Academic freedom does not entail the equality of ideas. To the contrary, it is defined as the freedom to engage in professionally competent teaching and research." Freedom of speech covers a much broader spectrum of activity, broadly protected under the First Amendment. CAF therefore expresses our concern that this resolution muddies an important distinction.

2. University policy and procedures already contain multiple robust statements on both academic freedom and free speech. See, for instance, [APM 010](#), [APM 015](#), [Principles of Community](#), and [Exercising Free Speech](#). Of course, working out the parameters of free speech in particular can often engender conflict, and one can ask whether, in any particular instance, the University has struck the correct balance. There may be instances where review of events and procedures for implementing policy might be appropriate, but this is not the subject of this resolution. But the University of California, and our campus in particular, are not lacking in clear guidelines to the rights and responsibilities of community members with respect to free speech and academic freedom.

The resolution offers a list of universities who have adopted or endorsed the statement at <https://www.thefire.org/chicago-statement-university-and-faculty-body-support/>. We do not know whether for any of these universities, this was their first clear statement on the issue; for UCSC, the resolution would be redundant. Pages linked to this one explain that FIRE launched a campaign September 2015, and continuing to the present, writing to "hundreds of faculty members, students, and student journalists at institutions nationwide to build momentum in support of the Chicago statement."

The acronym FIRE stands for Freedom of Individual Expression in Education. A perusal of items gathered under its feature "FIRE's Latest" includes reports criticizing a university attempt at LMU to "burden" the appearance of conservative commentator Ben Shapiro on campus, criticism of speech codes at the University of New Orleans, and similar articles. In

Committee on Academic Freedom, Comment on Resolution on the Commitment to Freedom of Speech and Freedom of Expression

each case the underlying grievance seems to be that campuses are restricting the speech of commentators to the right of center. In short, FIRE appears to have a particular political viewpoint underlying its current free speech campaign; it is not merely a politically neutral sponsor for a statement of principles we can all endorse.

Further discussion of FIRE and its organizational priorities can be found [here](#). This account by Sourcewatch notes FIRE's disagreements with the AAUP about campus Free Speech bills, as well as its funding sources, which include close to a million dollars from the Charles G. Koch Foundation. It describes FIRE as "a major proponent of the [intellectual diversity](#) movement which aims to dismantle the so-called liberal bias in higher academia."

In sum, we offer two observations:

1. Free speech and academic freedom are precious and must be protected. We are fortunate that current UC policy and practices already give our communities the tools to do so.
2. The organization that is promoting this particular statement seems to be somewhat more than a disinterested proponent of free speech and academic freedom. Given what appears to be FIRE's complex political agenda and backing, in our judgment it is not advisable to sign on to a statement that can allow UCSC to appear on a list of FIRE successes on university campuses.

Respectfully submitted;

COMMITTEE ON ACADEMIC FREEDOM

Michael Dine

Robin King, NSTF rep

Danny Scheie (F&S)

Rowan Powell, Graduate rep

Jessica Taft

Gail Hershatter, Chair

February 6, 2019