

Meeting Call for Regular Meeting of the Santa Cruz Division

Wednesday, March 3, 2021 at 2:30 p.m.

ZOOM LINK: <https://ucsc.zoom.us/j/92918436495>

ORDER OF BUSINESS

1. Approval of Draft Minutes
 - a. Draft Minutes of November 20, 2020 (AS/SCM/327)
2. Announcements
 - a. Chair Brundage
 - b. Chancellor Larive
 - c. CPEVC Kletzer
3. Report of the Representative to the Assembly (none)
4. Special Orders: Annual Reports
CONSENT CALENDAR:
 - a. Committee on Academic Personnel 19-20 Annual Report (AS/SCP/1995) p.1
5. Reports of Special Committees (none)
6. Reports of Standing Committees
 - a. Senate Executive Committee – Fall 2021 Instruction
The Committee on Educational Policy (CEP), Committee on Courses of Instruction (CCI), and Graduate Council (GC) have delegated authority for approval of remote offering of courses to course sponsoring agencies for fall 2021. Fully online courses continue to require review and approval by CCI. Noting that students may have difficulties meeting some program requirements during the pandemic, CEP, CCI, and GC are also prepared to receive and review in a timely way any requests from department chairs and program directors for temporary modifications of program requirements resulting from the COVID-19 pandemic.

Faculty are also encouraged to raise issues related to the resumption of research on or off campus, and the research of their graduate advisees.
 - b. COC Legislation 13.4.2 (AS/SCP/1996) p.11
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. Faculty Athletics Representative (FAR) Report (AS/SCP/1997) p.12

2/26/2021

Academic Senate
Santa Cruz Division

Dear Colleagues,

I write to invite you to the Winter Senate meeting on Wednesday, March 3, from 2:30 to 5:00pm, via ZOOM. The agenda for the meeting may be viewed on the [Academic Senate website](#).

As always, both the Chancellor and CPEVC will offer remarks, followed by Q&A.

The Senate Executive Committee has added an agenda item intended to provide faculty with a chance to surface issues related to curricular planning for fall quarter. The Committee on Educational Policy (CEP), Committee on Courses of Instruction (CCI), and Graduate Council (GC) have delegated authority for approval of remote offering of courses to course sponsoring agencies for fall 2021. Fully online courses continue to require review and approval by CCI. Noting that students may have difficulties meeting some program requirements during the pandemic, CEP, CCI, and GC are also prepared to receive and review in a timely way any requests from department chairs and program directors for temporary modifications of program requirements resulting from the COVID-19 pandemic. Faculty are also encouraged to raise issues related to the resumption of research on or off campus, and the research of their graduate advisees.

The agenda includes the ever-informative Committee on Academic Personnel Annual Report for 2019-20, legislation which clarifies the process by which all representatives are appointed to Senate committees, and a report from the UC Santa Cruz Faculty Athletics Representative (FAR) X. Prochaska. The FAR is in charge of providing oversight of the academic integrity of the athletics program and serving as an advocate for student athlete well-being.

Undoubtedly, updates on the campus' continuing response to COVID-19 will be a topic of discussion. I would point faculty to the campus message of February 18, 2021 for updates on the campus vaccination roll-out and to the APO website for other [COVID-19-related academic employee resources](#).

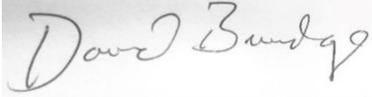
The Systemwide Academic Senate has also been offered an opportunity to provide input to the ongoing review of the [Proposed Revisions to Universitywide Police Policies and Administrative Procedures \(the "Gold Book"\)](#). Since this relates to ongoing discussions of policing on our campus, I wanted you all to be aware that this review is already underway.

I look forward to seeing you at next week's meeting. I want to recognize the hard work of the faculty and students in responding to the unique challenges of remote learning. I also want to give credit to the tireless efforts of the staff in Information Technology, CITL,

Online Education, and in all our programs, divisions, and departments who have gone above and beyond to support the work of faculty all year.

Thank you for your efforts and collaboration!

Sincerely,
David Brundage, Chair

A handwritten signature in cursive script that reads "David Brundage". The signature is written in black ink on a light-colored background.

Academic Senate
Santa Cruz, Division

**SUBMISSION OF PROPOSED CORRECTIONS TO THE MINUTES
November 20, 2020 Senate Meeting**

The draft minutes from the November 20, 2020 Senate meeting were distributed via email on January 29, 2021 will be presented for approval at the Senate Meeting on March 3, 2021. 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, Monday, March 1, 2021**. They should be addressed to the Secretary, c/o Academic Senate Office, via email to senate@ucsc.edu.

Nancy Chen, Secretary
Academic Senate
Santa Cruz Division

COMMITTEE ON ACADEMIC PERSONNEL
Annual Report, 2019-20

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 2019-20, CAP had two representatives from Arts, two from Engineering, four from Humanities (including the Chair), two from Physical and Biological Sciences, and two from Social Sciences. The committee reviewed and made recommendations on 273 personnel cases; the final administrative deciding authority concurred roughly 75% of the time, which is a slight decrease from 77% in 2018-19.

Workload

In 2019-20, 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 34 times during the academic year (10, 11, and 11 sessions in fall, winter, and spring quarters, respectively, as well as one meeting during the summer of 2020).

As noted above, CAP made recommendations this year on 273 personnel cases. The committee additionally reviewed and proposed ad hoc slates for 2 more files that were carried forward to 2020-21, and reviewed and sent a request for more information on 1 file, which was also carried forward to 2020-21. Roughly 65% of the cases for which CAP made a recommendation 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 increased slightly from the previous year. In 2018-19, CAP reviewed 23 appointment files, 15 of which were ladder rank. In 2019-20, CAP reviewed 27 appointment files, 21 of which were ladder rank. In 2017-18, 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, provided that the department's vote was unanimous.¹ It was agreed that CAP would be provided with quarterly reports regarding appointments made under this new process. In April 2019, former CP/EVC Marlene Tromp modified the delegation to include offers at the Assistant rank, Steps 1-3, with salaries up to the published scale rate for Full Professor, Step III², thus decreasing the overall number of appointment files

¹ Blumenthal to Academic Deans, 1/17/19, Revised Process for Dean Authority Senate Appointments

² Tromp to Academic Deans, 4/16/19, Re: Delegation of Authority, Assistant Professor I-III

reviewed by CAP.

CAP reviewed 1 reconsideration request in 2019-20. The number of retention cases increased: 5 were reviewed in 2018-19, and 6 reviewed this year (2019-20). For more on retentions, see the section below.

CAP's Recommendations Compared to Administrative Decisions

As noted above, during 2019-20, the final administrative decision and CAP's recommendation concurred roughly 75% of the time (201 out of 268 files completed, with 1 file that CAP reviewed carried over to 2020-21 and not yet complete, 3 files that CAP reviewed and the candidate retired before the final authority decision, and 1 file that CAP reviewed and the candidate withdrew before the final authority decision). Roughly $\frac{1}{3}$ of the disagreements concerned rank and/or step, and $\frac{2}{3}$ of them involved salary increments, typically in the range of 1/3 step.

Two disagreements involved appointments; these will be discussed separately below. Of the 65 other disagreements, not involving appointments, 22 involved a decision about the appropriate rank and/or step. Five disagreements were with the Dean: CAP recommended a higher rank/step in 1 case, and a lower rank/step in 4 cases. Thirteen disagreements were with the CP/EVC: CAP recommended a higher rank/step in 3 cases, and a lower rank/step in 10 cases. Four disagreements were with the Chancellor: CAP recommended a higher rank/step in 2 cases, and a lower step/rank in 2 cases. The remaining disagreements concerned salary (19 with Dean's authority, 20 with CP/EVC's authority, and 4 with Chancellor's authority). In the Dean's authority cases, CAP recommended higher salaries in 3 cases. Salary disagreements occurred with the Arts Dean in 6 cases, with the Physical and Biological Sciences Dean in 5 cases, with the Social Sciences Dean in 2 cases, and with the Dean of Baskin School of Engineering in 6 cases. There were no salary disagreements with the Humanities Dean. In the CP/EVC authority cases, CAP recommended a higher salary than was awarded in 7 cases and a lower salary in the remaining 13 cases. In the Chancellor authority cases, CAP recommended a higher salary than was awarded in 3 cases and a lower salary in the remaining 1 case.

In 2019-20, CAP reviewed 145 files, excluding appointment and retention files, that were Chancellor's or CP/EVC's authority: 18 from the Arts (1 of which was carried over to 2020-21); 28 from the Humanities (2 of which retired before the final authority decision); 46 from PBSci (1 of which was carried over to 2020-21, and 1 retired before the final authority decision); 33 from Social Sciences; and 20 from the Baskin School of Engineering (BSOE). Of the completed files, the CP/EVC disagreed with CAP on 3 Arts files reviewed (2% of the Chancellor and CP/EVC authority total); the CP/EVC decision was for a lower salary than that recommended by CAP in 1 case, a higher salary in 1 case, and a lower step in 1 case. The CP/EVC disagreed with CAP on 5 Humanities files (2%), deciding on a lower salary than the CAP recommendation in 2 cases, a higher salary in 1 case, and a higher step in 2 cases. The

CP/EVC disagreed with CAP on 15 PBSci files (3%), deciding on a lower salary in 2 cases, a higher salary in 8 cases, and a higher step in 5 cases. The CP/EVC disagreed with CAP on 4 Social Sciences files (1%), deciding on a lower salary than that recommended by CAP in 1 case, a higher salary than that recommended by CAP in 1 case, a lower step in 1 case, and a higher step than that recommended by CAP in 1 case. The CP/EVC disagreed with CAP on 7 BSOE files (4%), deciding on a lower salary in 1 case, a higher salary in 3 cases, a lower step in 1 case, and a higher step in 3 cases. The Chancellor disagreed with CAP on 2 Humanities files (1%), deciding on a lower salary than that recommended by CAP in both cases. The Chancellor disagreed with CAP on 2 Physical and Biological Sciences files (less than 1%), deciding on a lower salary than that recommended by CAP in 1 case, and a higher salary than that recommended by CAP in 1 case. The Chancellor disagreed with CAP on 2 Social Sciences files (less than 1%), recommending a lower step than CAP in both cases. The Chancellor disagreed with CAP on 2 Engineering files (1%), recommending a higher step than CAP in both cases.

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 2 salary disagreements with CP/EVC authority appointment cases, the CP/EVC's decision was higher than both the department's and CAP's recommendations in 1 case (this file was from PBSci), and higher than the department, CAP, and dean recommendations in 1 case (this file was also from PBSci). It should be noted that there was also a PBSci dean authority file where the original final decision matched the recommendation of both CAP and the department, but was soon revised to be higher than both CAP and the department. As the original decision matched the recommendation of CAP, this case was not included in the disagreement tally in this report. There were no disagreements with Chancellor-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 2019-20 that CAP reviewed and made recommendations on that were not completed in 2019-20 (due to *ad hocs*, requests for more information, and pending authority decisions) and were carried over to 2020-21. In addition, there were 7 files not received by CAP prior to the last meeting of the year and were carried over to 2020-21.

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 and appointment 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. 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 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 2019-20, 2 cases had an *ad hoc* committee review.

During 2019-20, 6 Senate members were selected to serve as members of *ad hoc* committees. 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

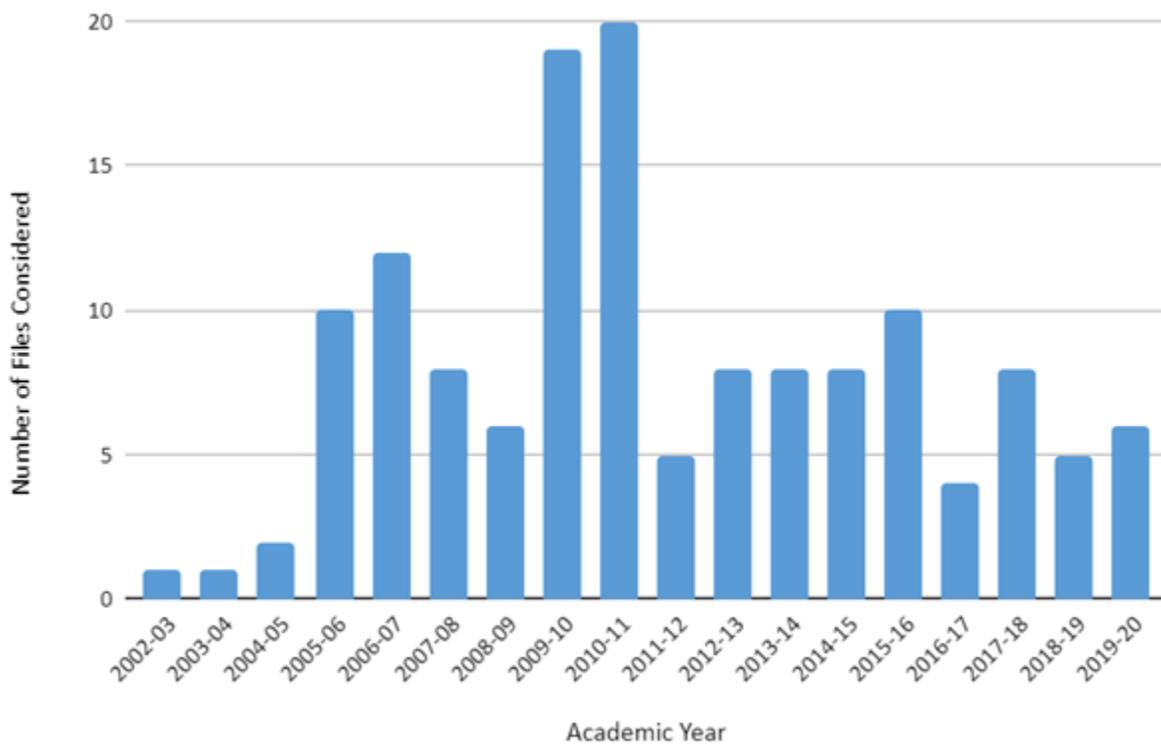
The loss of excellent faculty is a concern on our campus as well as across the UC system. CAP's goal in making recommendations on these cases is always to retain outstanding faculty, while also considering issues of equity. The long-term goal is to improve salaries on our campus, especially compared to the rest of 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.”³

As noted above, CAP reviewed 6 retention files in 2019-20. One of the retention files was for

³ 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.

a faculty member 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 6 retention offers were successful.

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



Additional CAP Responsibilities

During this year, CAP reviewed 5 requests for Waivers of Open Recruitment. In addition, CAP reviewed 12 applications for participation in the 2020-21 Negotiated Salary Trial Program (NSTP).

The Evaluation of Teaching and Teaching Professors

CAP consulted with the Committee on Teaching (COT) concerning the Student Experiences of Teaching (SET) surveys, proposed software platforms for the administration of SETs, as

well as more broadly on the assessment of teaching quality. CAP recognizes that student surveys (such as the SETs) are imperfect measures of teaching quality and can be shaped by students' conscious or unconscious biases and stereotypes (e.g., concerning age, gender, sexuality, class, religion, or birthplace). Indeed, because CAP members read literally thousands of student evaluations over the course of the year, CAP has an especially intimate and detailed awareness of this problem. At the same time, CAP believes that SETs provide a unique source of data about teaching effectiveness and respect for students. For this reason, CAP continues to support the use of SETs in an evaluative function, as part of the personnel process. Interpreted holistically and contextually, CAP finds SETs to be a useful complement to other measures for evaluating teaching (as detailed in APM 210). A summary teaching table has historically been requested to assist all levels of review, including CAP. On a temporary basis, departments are requested to include only one question ("The instructor communicated and explained concepts clearly") in this table, until automatic generation of tables can be performed using the new software platform.⁴

Our campus has experienced an increase in the number of Lecturer with Security of Employment (LSOE)/(Full and Associate) Teaching Professor and Lecturer with the Potential of Security of Employment (LPSOE)/Assistant Teaching Professor appointments. This is also the first year of the new APM policy for LSOE/Teaching Professor appointment and advancement⁵. According to the new policy, rank and step advancement expectations for the LSOE/Teaching Professor series are now more closely aligned with the Professor series, and the salary scales are identical. In addition, faculty in the LSOE/Teaching Professor series are eligible for the campus's special salary practice. At the same time, "teaching excellence" is listed as the primary criteria for advancement in the LSOE series in addition to service and professional activity. Departments can assist CAP in its work by ensuring that files for LSOE/Teaching Professor appointees are complete, that they follow the same format as files for the Professor series, that teaching load and course releases (e.g., for service) are clearly stated, and that activities are clearly delineated as either teaching, service, or research/professional activities.

The Impacts of COVID 19 and the Graduate Strike

The Committee on Academic Personnel (CAP) recognized that UC Santa Cruz faculty faced a precarious and unprecedented challenge with ^[1]_[SEP]the onset of the Covid-19 pandemic and campus efforts to prevent a viral spread, coming amid the COLA wildcat strike by graduate students on this campus. All domains of academic endeavor were affected by campus closure, remote teaching, travel restrictions, and social distancing measures. The Senate faculty received a letter on March 26th, 2020, with the assurance that CAP will take these challenges into account in its review of academic files covering the time period impacted by the strike

⁴ Westerkamp and Callanan to Deans, Chairs, and Dept. Managers, 1/15/20, Re: Student Experiences of Teaching (SETs) and the Evaluation of Teaching in Personnel Review

⁵ APM 285 - Appointment and Promotion, Lecturer with Security of Employment Series

and Covid-19. For teaching, the strike and the coronavirus crisis might seriously lower response rates and quality of student ratings and comments. We encouraged academic units to continue to use other methods of evaluation, in addition to student evaluations, to assess teaching effectiveness--for example, by annotating syllabi to highlight the necessary changes made during the impacted period, and/or by (remote) class visits by faculty colleagues. For scholarly, creative, and professional activities, CAP urged faculty under review to explain, in personal statements, the obstacles encountered in academic progress due to the coronavirus and campus closure. Faculty can note this on the Bibliography as well--for example, by indicating that invited talks or papers accepted for conferences were not delivered because the event was subsequently cancelled or postponed. CAP made a commitment to consider these pressures when reviewing faculty, and encouraged department personnel committees, chairs, and deans to do the same.

Text-Based Disciplines

Through reviews conducted in 2018-19 and 2019-20, CAP recognized that evaluations of faculty in text-based disciplines were impacted by different expectations according to discipline and division. To move toward equity, the CAP chair met with CP/EVC Kletzer, VPAA Lee, Dean Mitchell, Dean Stovall, and Interim Dean Warburton to establish uniformity in review expectations in terms of book publication. These expectations were communicated to department chairs in Spring 2020. At the same time, building upon a letter issued by CAP in 2012, CAP noted that research production incorporates a range of products in addition to books, and that reviewing committees and individuals should provide the tools and strategies used to assess the caliber and impact of this research production, including articles and workshops, public scholarship, ongoing research activities, and digital forms.

Recommendations to Facilitate the Review of Files

In Spring 2020, CAP considered recommendations in addition to [CAP's Top Ten List of Tips for Faculty Preparing Personnel Files](#)⁶ that would further facilitate the review of files. The following are recommendations only and next year's CAP may wish to incorporate them into the Top Ten List. These recommendations were proposed to facilitate preparation and review of files and to move towards an equitable model for file presentation.

- Personal statement should be 5 pages or less for merit actions, 7 pages or less for major actions spanning more than one review period.
- Department letter should be 5 pages or less for merit actions, 7 pages or less for major actions spanning more than one review period.

⁶ CAP's Top Ten List of Tips for Faculty Preparing Personnel Files: https://senate.ucsc.edu/committees/cap-committee-on-academic-personnel/CAP_Top10_ForFaculty_070114.pdf

- All uploaded documents should be in pdf format. This includes personal statement, department letter, review letters, list of letter-writers, teaching table, as well as documents uploaded in [Scholarly/Creative Work], and [Other Materials].
- Biobibliography should be fully updated and contain annotations (#, New, Revised, etc.) that match the items and numbers in the [Scholarly/Creative Work] tab of DivData and the personal statement.
- Biobibliography from previous action should be included. If this is the first action since appointment, the CV at time of application should be submitted and annotated to indicate which items of scholarly/creative work were submitted as part of the application.
- Co-authorship statement regarding collaborative work (if any) should be included as a separate document on the dossier page, referencing the annotated items in the Biobibliography (% of contribution, qualitative assessment, corresponding author, student collaborators, etc.).
- Summary teaching table (in pdf format) should be included as a separate document on the dossier page.
- Department's additional items used to evaluate teaching should be included. These can be syllabi or sample course materials, report of faculty observer/mentor, or statement outlining teaching modifications, improvements, or curriculum development. These items should be uploaded in [Other Materials]. See APM 210 for a fuller discussion of suggested methods for evaluating teaching.

Major action files requiring external letters:

- Confidential list of letter-writers should be included, specifying those suggested by the department and those by the candidate (including person(s) not to solicit).
- Briefly address the professional stature of the letter writers and their relationship to the candidate.
- Candidate's lists of letter-writers to solicit and letter-writers who should not be contacted (if any) are included.
- At least one letter-writer should be from another UC campus or is familiar with UC's evaluation methods.
- No more than one letter-writer from a given institution.

For additional tips and recommendations, please refer to the [CAP page](#)⁷ on the Academic Senate website, in particular, the following related links:

⁷ Committee on Academic Personnel: <https://senate.ucsc.edu/committees/cap-committee-on-academic->

- [Top 10 Tips for Faculty](#)
- [CAP's Tips for Department Chairs](#)
- [Best Practices for Personnel Reviews in Text-Based Disciplines \(Humanities Division and Social Sciences Division\)](#)

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 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.

In addition, we appreciate the work of Maureen Callanan and the Committee on Teaching (COT) who consulted with CAP to further revise the teaching evaluation process, including the identification of a new platform. We are additionally grateful for the work of Committee on Faculty Welfare (CFW) Chair Grant MGuire, who collaborated with CAP throughout his tenure to evaluate and brainstorm ways to address concerns regarding salary equity.

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 long-term, institutional knowledge of Senate functioning as well as CAP are beyond comparison. 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, Dean Wolf, Interim Dean Warburton, and former Dean Stovall—and with campus leadership--VPAA Lee, CP/EVC Kletzer, and Chancellor Larive.

We consider it a great privilege to have served on CAP during 2019-20, and are grateful for our colleagues and all those who play a part in the academic personnel review process.

[personnel/index.html](#)

Respectfully submitted;
COMMITTEE ON ACADEMIC PERSONNEL

Amy Beal
Junko Ito (W&S)
Dan Selden (W)
Dan Wirls
Scott Oliver
Stefano Profumo
John Musacchio
Eileen Zurbriggen
Leila Parsa
Laurie Palmer
Nathaniel Deutsch (F&S)
Lynn Westerkamp (Chair)

January 17, 2021

COMMITTEE ON COMMITTEES

Proposed Amendments to Divisional Bylaw 13.4.2

Because the Committee on Rules Jurisdiction and Elections noted an ambiguity in the current divisional bylaws, the Committee on Committees proposes the following revisions to divisional Senate bylaw 13.4.2 – Representatives, to bring it in line with systemwide Senate Bylaw 128.E and with other UC campuses to provide clarity and consistency in our process for appointing non-Senate representatives to our standing committees.

For reference systemwide Senate bylaw 128.E provides:

Senate Bylaw 128, E – Students who sit with standing committees, as provided in these bylaws, are non-voting representatives and shall be nominated by the student organization recognized by the Academic Council for that purpose and appointed by the University Committee on Committees.

This systemwide bylaw makes clear the role of the Senate in appointing nominees of non-Senate representatives to standing Senate committees. The proposed language will add the additional step of acknowledgement and approval of the nomination, to precede actual appointment to the committee. COC also is responsible for the appointment of Senate members on all committees.

<p>13.4.2 Representatives. Representatives on Standing Committees as provided in these Bylaws shall be appointed by such bodies as may be recognized by the Divisional Committee on Committees. Representatives include undergraduate and graduate students, postdoctoral scholars, and non-Senate teaching faculty. Representatives have the right to participate in committee deliberations except as provided in Bylaw 13.4.4. (Am 3 Dec 69, 6 Nov 91, Am 21 May 04, 20 May 09; CC 31 Aug 98; EC 31 Aug 99, 31 Aug 04)</p>	<p>13.4.2 Representatives. Representatives who sit on Standing Committees as provided in these Bylaws, are non-voting invitees. They shall be appointed-nominated by such bodies as may be recognized by the Divisional Committee on Committees, and the Committee on Committees shall in turn consider such nominees for appointment. Representatives include undergraduate and graduate students, postdoctoral scholars, and non-Senate teaching faculty. Representatives have the right to participate in committee deliberations except as provided in Bylaw 13.4.4. (Am 3 Dec 69, 6 Nov 91, Am 21 May 04, 20 May 09, 3 Mar 21; CC 31 Aug 98; EC 31 Aug 99, 31 Aug 04)</p>
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2020 Faculty Athletics Representative Report (v1.1)



Executive Summary

The following report, written by UC Santa Cruz Faculty Athletics Representative (FAR) J. Xavier Prochaska, offers the FAR's perspectives on the state of NCAA Athletics at UC Santa Cruz during the COVID-19 plagued year of 2020. I first offer a brief snapshot of the program and then discuss feedback from a majority of the student-athlete population (~300 persons) who were consulted to provide recommendations/criticism/comments on their online-learning and recommendations for how to improve their UCSC experience. The primary issues and related recommendations are summarized as:

- 1) **Issue:** The majority of student-athletes report insufficient space to separate life, work, and study.

Recommendations: Have the University provide a safe, quiet and on-campus space for individual studying. Even 1 hour per week (by reservation only) would be a major boost to morale.
- 2) **Issue:** Synchronous lectures are frequently exceeding their allotted time slots and instructors are reported to be assigning a higher workload than previously. Too many synchronous classes are running long (10+ minutes) and too many asynchronous classes are requiring too many lectures.

Recommendations: Respect the student's time by restricting lectures to the allotted time and reduce the scope of class material covered as needed.
- 3) **Issue:** Many student-athletes report insufficient interaction with their instructors and their peers.

Recommendations: Make a communication platform like *Slack/Discord/Piazza* be a mandatory piece of the online learning experience, ideally with substantial Instructor engagement.

Status of the UCSC NCAA Athletics Program

The following is a brief, non-comprehensive report on the state of NCAA athletics at UCSC from the perspective of the FAR. Further detail on any aspect of the program may be directed to the Athletics Director, Sue Harriman.

UCSC maintains 15 competitive teams -- Men's and Women's Basketball, Men's and Women's soccer, Men's and Women's Track and Field, Men's and Women's Cross Country, Men's and Women's Swim and Dive, Men's and Women's Tennis, Men's and Women's Volleyball, and Women's Golf -- coached by 11 head, full-time staff and a comparable number of part-time assistant coaches and 2 associate head coaches. In 2019-2020, there were approximately 300 student-athletes rostered on the 15 teams. On March 13, 2020, concerns with COVID-19 ceased all competition, effectively ending the seasons of the winter sports (e.g. Men's and Women's Basketball) and cancelling the spring season of every sport. All of the affected athletes were granted an additional year of eligibility.

In Fall quarter 2020, with UCSC instruction almost exclusively on-line, most of the teams have been in-season without competition, strictly following all NCAA and UCSC guidelines. The degree of in-person activities varies by team according to the extent that social distancing can be maintained. Thus far the only in-person activity has been swim training at Cowell's beach which was eventually discontinued due to the cold water.

The remainder of teams train on-line together (e.g. Women's Golf takes weekly Zoom walks) and all spend time bonding. Rosters for the 15 teams are as full as previous seasons. Student-athletes are dispirited by the lack of competition but eager to maintain the community and, and to participate in any occasional athletic activity permissible under COVID protocols. Unlike many Division I programs, no additional COVID testing is being conducted, nor is it required for these non-competitive seasons.

Other important NCAA athletic highlights from 2020 include:

- Design and selection of a new Athletics Slug logo after an extensive and inclusive process.
- Development and selection of the first cohort for the Slugs Leading Up to Greatness (S.L.U.G.) Leadership Academy.
- Invested in the strength and conditioning program [VOLT](#) for Teams to assist coaches and athletic trainers help student athletes remain competitively fit.
- Refurbishment of the West Field House floor for NCAA and intramural sports.
- Four tournament championships in the ACAA conference and two NCAA tournament selections (Fall 2019).
- Men's swimming won their first league title in 30 years of program history at the PCSC meet in Monterey Park, CA.
- Nine teams became members of the newly named Coast 2 Coast Athletic Conference.
- The Women's Soccer Team led all academic honors in 2019-2020 with the highest cumulative GPA of any women's soccer team *in the UC system*.

- Allison (M. Soccer), Colosi (Cross Country/Track), Hayden Johnson (M. Cross Country), Marquardt (W. Cross Country), Mendoza (W. Golf), Muzzy (W. Cross Country/Track) were Academic All-American.
- 54 Academic All Conference awardees
- Paul Colosi became the first cross country/track athlete in school history with four-straight NCAA Championship appearances and was named Male Athlete of the Year at the annual Student Athlete Award Ceremony held virtually in June 2020.
- Women's Basketball defeated their first-ever opponent from Division II's CCAA conference, with a wire-to-wire win at Chico State in January 2020. Center Kaylee Murphy earned D3hoops.com All-Region third team, and was named Woman Athlete of the Year at the annual Student Athlete Award Ceremony held virtually in June 2020.

Student-Athlete Input on the UCSC Experience

This section provides the details on the processes and supporting information related to the Issues and Recommendations listed in the Executive Summary.

Process

During the Fall 2020 quarter, I met with each of the 15 Teams via Zoom and thereby the majority of student-athletes at UCSC. These are a diverse student body in effectively all metrics -- class, major, race, gender, birthplace -- and therefore may be considered relatively representative of the full student body. The meetings lasted ~1 hour each and I informed the students that I intended to write this report and present it to the EVC and (if possible) my fellow faculty. The input was voluntary and largely anonymous given the large cohort of persons involved.

While each Team discussion was open to any topic, I posed the following 3 questions to provide a framework:

1. How are you finding your second quarter of online learning? What are the positives and negatives? What strategies are you taking to cope?
2. What can faculty/admin do to improve your experience at UCSC?
3. How is COVID-19 treating you more generally? How are you maintaining your mental and physical health?

As the quarter went on, I identified recurring concerns/issues and made an effort to identify/develop recommendations for remedies.

Primary Issues and Recommendations

Issue: *The majority of student-athletes report insufficient space to separate life, work, and study*

COVID-19 has forced the majority of classes at UCSC online with effectively all instruction performed remotely. In addition, COVID-19 has greatly restricted our ability to interact socially; it even impacts one's ability to leave the house. For a majority of the student-athletes this implies many (>4) hours each day on the computer and typically in the same room and computer. From the discussion, it is clearly having a strong and negative impact on their mental state, their ability to concentrate and learn, and their impressions of attending UCSC. While a few students had the resources and space to generate separation between their living and study space, this was rare and frequently forced/artificial. I further suspect, although it was not extensively discussed, that the student-athletes are losing their connection to UCSC.

Recommendation: *Provide a safe, convenient, and on-campus space for individual studying.*

Since the end of summer 2020, the University has taken the necessary safety measures to permit a small (and growing) set of staff and researchers to return to work on campus. This includes myself, and I consider the protocols in place (e.g. on-campus COVID testing, training, daily symptom checks, limited persons per building) to be safe and effective.

Given the above, I recommend that the University begin to offer students the opportunity to study on campus. Indeed, I expect this is already in careful consideration by the Administration. And, from the discussions with the student-athletes, I offer a few brainstormed ideas that would have terrific, positive impacts on their UCSC experience:

- Provide outdoor study space for use on days without rain or heavy winds. Provide a desk, power and internet. See Cal Poly San Luis Obispo for an example.
- Provide indoor, socially distant study 'cubicles' at libraries and other available buildings with large and well-ventilated spaces.

These should be offered by reservation and only for those students who adhere to protocols similar to those of staff/faculty. *Let me emphasize:* even one day a week of out-of-home study would greatly improve the students' morale, mental health, and connection to campus. I assure you this has been my own experience with my (limited) return.

Last, I acknowledge that this on-campus option would bear additional COVID risks:

- increased potential exposure during transit to/from campus
- increased probability of students congregating at unsafe distances

Hopefully these are surmountable.

Issue: Synchronous lectures are frequently exceeding their allotted time slots and instructors are reported to be assigning a higher workload than previously.

Many of the student-athletes reported that synchronous lectures in their classes frequently run long. This is most often by 5-10min, but there were numerous reports of 30+ minutes. The negative impacts are substantial:

- conflicts with their other classes
- conflicts with their other planned life activities (including employment)
- a perceived lack of respect of one's time
- online burnout

On the latter points, I suspect the students steel themselves to focus for the full anticipated length of the lecture and then cannot find the strength to continue beyond the scheduled slot. This complaint was uniform throughout the Teams and, anecdotally, the strongest negative reactions were from students of color.

Similarly, but distinct, students frequently reported that asynchronous lectures that were longer than typical, both in duration and frequency. It is my expectation that faculty are finding it difficult (if not impossible) to cover the same material online as done in-person. I am sure they have good intentions when providing additional instruction, but it may be having the opposite of the intended effect.

Recommendation: Advise all instructors to (1) limit the synchronous lectures to the allotted slot and not a minute more; (2) avoid extra asynchronous material and new readings; (3) scale back the material covered, as required.

The students recognize this may mean learning less material than the in-person version. But the positive impact of the recommended changes far outweigh this possible negative impact.

Issue: Many student-athletes report insufficient interaction with their instructors and their peers.

It is not surprising that a negative outcome of online-learning is a reduced interaction between student and instructor. But let me enumerate the extent and diversity of negative impacts reported by the students:

- Lack of interaction reduces their ability to focus on lectures, especially online.
- With a few exceptions, the asynchronous lectures are highly disfavored (e.g. why bother with UCSC if *courseera* offers a similar product?)
- Without the simple end-of-class interactions, there is greater miscommunication, confusion, and related issues.

Recommendation: Require instructors to institute a communication platform like Slack, Discord, or Piazza to increase interaction, both student-to-student and student-instructor.

It was reported that the student-led platform named *discord* was common, especially in the STEM fields. Further, this platform is highly effective at promoting learning and mitigating the daily confusion on class organization accentuated by online learning. Very few (perhaps none) of these *Discord* sessions, however, include Instructor or TA participation. Having used *Slack* (a similar product) myself extensively for graduate student classes, I find it a vital and highly effective means of communication. I recognize, however, that any such platform needs to meet campus requirements on data security and student privacy. See [this link](#) for more information.

Related, but distinct, these students request an increased incidence of break-out-rooms, in-class polls, etc., i.e. activities designed to increase interaction.

Secondary Issues

Issue: Students report that a (small) number of the faculty lack the technical skills to effectively perform online instruction.

While many of us are now experts in Zoom, there are a small number of faculty without the experience leading to excessively poor instruction.

Recommendation: Offer an anonymous means for students to report on instructors with insufficient technical skills to teach effectively. The University would then assign IT support accordingly.

Disclaimer

I readily acknowledge that some of my recommendations may violate academic freedom, COVID protocol, or Administrative policy. Indeed, I am now sharing this report with key Admin and the Academic Senate to vet the substance. Nevertheless, the reader is encouraged to take efforts to meet them in spirit if not precise substance. Related, instructors should assess these issues amongst their students themselves.