

MINUTES

Regular Meeting of the Santa Cruz Division
Friday, March 10, 2023 at 2:30 p.m.
Location: Online via Zoom

Meeting

A regular meeting of the Santa Cruz Division of the Academic Senate was held Friday, March 10, 2023 online via Zoom. Senate Chair Patty Gallagher, Professor of Theater Arts, called the meeting to order at 2:30 pm. Chair Gallagher reminded everyone that though the Academic Senate meeting is open to the public, only members of the Senate may second or vote on motions. Non-Senate representatives to Senate committees and representatives of the College Academic Senates also have privilege of the floor. Chair Gallagher advised that when items arise that need formal action from the body, such as proposed amendments to the Senate Bylaws and Regulations, a Division-wide electronic ballot would be distributed post-meeting. This method would be used to ensure that only those with voting privileges vote on matters which impact Senate bylaws. These items would be open to discussion and potential amendment before balloting. The Senate Chair advised members to use the raise hand function to be granted the floor and questions or comments would be taken in the order they were queued.

1. **Approval of Draft Minutes**

- a. No edits had been previously submitted for the November 30, 2022 minutes. Chair Gallagher asked if there were any corrections from the floor. Jamie Hindery, Student Academic Senate Co-Chair, was given the floor and stated that their remarks at the fall 2022 Senate meeting were not included in the minutes. Chair Gallagher asked Jamie to send the remarks to the Senate Office and they would be included. Secretary Deborah Gould accepted the meeting minutes of November 30, 2022 as amended.

2. **Announcements**

a. **Chair Patty Gallagher**

Chair Gallagher then asked Chancellor Larive to take the floor and asked that questions be held until after both the Chancellor and CPEVC had concluded their remarks.

b. **Chancellor Cynthia Larive**

The Chancellor expressed her appreciation for the opportunity to engage with the Academic Senate and then provided the following updates:

Search updates

I am pleased to welcome Vice Chancellor for Finance, Operations and Administration Ed Reiskin and Ombuds De Acker to their first Academic Senate Meeting. It's great to have these new leaders working on behalf of our campus community. I am also pleased to report that our very own Principal Counsel Eréndira Rubin has accepted the position of Chief Campus Counsel and will begin in her new role March 16. The search for a permanent Vice Chancellor for Research is underway and I would like to take this opportunity to thank John MacMillan for his work as the interim VCR over the past two and a half years. We expect to have campus visits by the VCR finalists in early May. I encourage all of you to participate in this important search and to provide your feedback. I am also grateful to the faculty, staff and students who served or are currently serving on the search advisory committees for all of these searches.

Exciting achievements and developments

We have a host of campus achievements and developments from the winter quarter that are worth noting and Lori will be highlighting faculty accolades in her remarks. We both wish we had time to highlight every achievement and recognition our campus has earned, but in the interest of time I can only share a few with you today.

- Our Arts Division announced the start of construction of a world-class production and post-production facility in support of its Social Documentation MFA program, which most of us know as SocDoc. The 4,000-square lab at Westside Research Park should open in 2024. It will provide a state-of-the-art home for students in the SocDoc MFA and PhD programs. This is wonderful news for arts students, staff and faculty.
- Last month we received a \$5.4 million grant from the Gordon and Betty Moore Foundation to support a major expansion of the education and outreach programs at Lick Observatory, which our campus manages. Scientific Teaching through Astronomy Research, or STARS, is a suite of programs aimed at increasing the number of students taking part in astronomy activities at the observatory on Mt. Hamilton and in Bay Area schools. You may be aware that the outstanding work at Lick has continued despite the fact that they have been hard hit by the winter storms and snow starting February 23rd, and our thoughts are with those who work and live at Lick during this latest round of storms.
- I was delighted that UC Santa Cruz faculty are leading two new collaborative programs funded by UC Multicampus Research Programs and Initiatives or MRPI grants. Ecologist Erika Zavaleta is leading an effort on biodiversity conservation, and linguist Mark Amengual is heading an initiative to study Spanish-English bilingualism in California. MRPI grants are awarded every two years through a highly competitive application process. The program leverages the research capabilities of the UC system to develop real-world solutions to significant problems facing California and the world. Congratulations to Erika and Mark.

Campus safety changes

At our November meeting, I updated you on some of the new programs and services we've added to strengthen safety at the residential campus, Coastal Science Campus, and Westside Research Park. They have been well-received.

- a. We re-established our SafeRide program, which allows students to request a van shuttle to get around campus from 7 p.m. to just after midnight. SafeRide runs seven days a week when classes are in session. The popularity of this program has increased since its re-launch in late November with around 600 requests for rides in less than three months of operation.
- b. Also, in the fall, we launched our Campus Mobile Crisis Team with staff trained in mental-health interventions. We currently have two full-time Intervention Specialists and a Program Supervisor, covering 2 p.m. to midnight Wednesday through Saturday. We are in the final phases of hiring two EMT's and an additional Intervention Specialist that will let us offer seven-day-a-week coverage hopefully by early April. The Crisis Team has had 46 contacts since launching in October, not including many requests to stand by "just in case" and "attempts to locate" that did not result in contact. The majority of contacts have resulted in incident de-escalation, outreach, or referrals for additional services without law enforcement involvement, which is what we had hoped for in designing the program.
- c. The unarmed evening security patrols at Coastal Science and Westside Research Park have reduced the number of calls for service during patrol times. The high-visibility patrol units themselves do not receive calls for service, but observe and report incidents to the UCSC Police Department.
- d. You've all likely noticed we've made changes to our campus mass-communication system. We now send CruzAlerts for emergency notifications and SlugSafe messages for public safety

- updates. The SlugSafe messages were especially helpful in January when we needed to provide important operational updates during the storms we experienced.
- e. The campus police customer-service reporting system, which allows community members to rate the level of service they received after interacting with an officer, has provided some very positive feedback; overall service rated an average of 4.79 out 5. The latest figures I have are from December: 343 surveys were sent, and 52 responses were received, a 15.2 percent return rate. We understand that's a fairly good response for this kind of service, though we would like to see a higher response.
 - f. Finally, to provide accountability for complaints against the police and improve communication and transparency around safety in our community, we formed a new Police Accountability Board, or PAB, modeled on the UC Davis PAB. While our Campus Safety Community Advisory Board, or CAB, has a wide purview to review and make broad recommendations about safety, the PAB is focused on reviewing the reports from investigations of police misconduct and making recommendations to the Chief of Police. Prior to the PAB, complaints against police officers were internally investigated and outcomes were determined without input from external sources. Now, complaints about campus police are reviewed by our Equity and Equal Protection Office and if an investigation is warranted, it is conducted by the compliance office at UC Davis. The report from that investigation is anonymized and reviewed by the PAB for recommendations. Our PAB has had its first training, but there is still time to participate if you are interested. I encourage you to reach out if you'd like to learn more or read about the PAB at the website pab.ucsc.edu.

These improvements are the result of input and recommendations from our Campus Safety Community Advisory Board, and the ongoing implementation of the systemwide UC Community Safety Plan. Campus safety is a continuing conversation among our varied campus constituencies, and with your input our efforts will continue to evolve.

Dining Updates

Lori and I heard from many of you the need for more dining options on campus, and there is some progress to report. Merrill Market and the Coffee Bar at University Center will re-open this spring. The campus is working hard to expand campus dining options further, with the Slug Stop Market in Quarry Plaza and Terra Fresca set to reopen in the fall along with the new Rachel Carson-Oakes Dining Hall, Banana Joe's Grill and the Market at Crown College.

We had hoped to reopen some additional dining spots this spring but finding staff is proving to be quite challenging. It's a problem that many restaurants in our area are also experiencing. We continue our work to hire additional dining employees, and will share updates as information becomes available. One possible enhancement is healthy food vending machines in high traffic areas that can help reduce lines and give people quicker options. We are currently working on a pilot program.

Student Housing

Our highest priority remains increasing the amount of campus housing. Our strategy is focused on a pipeline of projects — both new construction and renovations — as well as developing new creative partnerships. I will provide a student housing update, and Lori will give an update about employee housing.

The first phase of the Kresge College redevelopment is coming to an end, and this fall students will move into new residential halls with 400 beds, complete with student lounges and new Owl's Nest Cafe. The second phase will begin this summer and add another 590 beds that will come online in

the 2025-26 academic year. Also, part of the Kresge renewal is the construction of new academic space that will be completed later this spring. This project includes two 600 and 150-person lecture halls, two flexible classrooms accommodating 35 and 50 students, a computer lab and 33 modern offices including spaces for the Writing Program, Arts, and the Science Communication program.

We are continuing our work on Student Housing West and next week will ask the Regents to approve the financials for Phase 1 of the project and the planning funding for Phase 2. The first phase focuses on new housing for student families and a new (and importantly) larger child-care center that will serve both students and employees. With Regents approval, we plan to bring the family student housing and child-care center online for fall 2025. The second phase of the project includes apartments for undergraduate and graduate students. We hope that phase 2 will be completed by fall 2028. All told, this project will provide over 3,000 desperately needed beds to support our current enrollment. We know that housing pressures are acute for our community and that is why Lori and I have worked intentionally to keep total enrollment flat since we began in our positions.

Budget

Earlier this week, Melissa Whatley and I spent the day in Sacramento - my third trip in 2023. In January, along with the Chancellors of UC Merced and San Diego I was invited to participate in a legislative summit organized by the leadership of the Regents and attended by several key legislators and President Drake. We had a fulsome discussion about many important topics including the governor's compact, enrollment and student housing. We were all buoyed that the governor included 5% increases in state support for the UC and CSU in his January budget at a time when all other state agencies expect to receive flat budgets or cuts. However, there is a very real concern that this 5% increase will not be upheld in the final budget due to the growing state deficit. My Sacramento trips on February 13 and March 7 were focused on meeting with legislators from our region and members of the Higher Ed and Budget committees to advocate for support of the UC compact and 5% increase as well as additional support for student housing, putting those requests into the distinct context of UC Santa Cruz. For our campus, a 5% increase in state support is an important component of balancing our budget, given contractual salary increases for represented employees along with annual increases for our policy-covered staff and faculty.

The compact between the governor and the UC system relies on meeting enrollment targets. You may not realize that the State does not provide support for campuses based on enrollment headcount, but on California student FTE, which for quarter campuses is based on a 15-unit course load in the Fall, Winter and Spring Quarters. Because we are not able to grow our academic year enrollment headcount until we deliver more housing, Summer Session has been and will continue to be a critical component of our campus's ability to meet our enrollment FTE targets and receive the state funding tied to those enrollments.

I appreciate the work of so many of you, including those in our various colleges, departments, programs, and of course the Academic Senate to increase summer online courses by 75 percent. We currently have 104 online course proposals under Senate consideration. This includes many key courses for our students, such as major qualification and gateway courses in Mathematics; Critical Race and Ethnic Studies; Earth Sciences; Education, Democracy and Justice; Environmental Studies; Global and Community Health; and other programs and disciplines. These key courses are critical for our students to make progress in their degree pathways and help achieve our campus goal of advancing student success.

Several departments have been particularly active—and successful—in spreading their enrollment throughout the four quarters of the academic year, improving student success, decreasing time to degree, and balancing class sizes across four quarters. This includes Art, Music, Statistics, Linguistics, Mathematics, Ecology and Evolutionary Biology, Psychology, and Education, among others. Thank you!

The ability for students to make progress on their degrees during the summer is important to educational access and equity, and reflects our strong support of students as an HSI and AANAPISI campus. We will continue our partnership and work with the Academic Senate to ensure students can make progress on their degrees through all four quarters of the academic year through in-person campus courses, online ones, and even a few around the world. Having a mixture of modalities is imperative to our mission as a student-serving research institution.

Strategic Planning Update

Significant work has been done by the Leading the Change steering committee and the five thematic committees and their subcommittees to gather and utilize community input to develop goals in each area and metrics to help us track our progress toward those goals. Committees will be completing draft reports this month while continuing to take in feedback. We expect to have final committee reports for campus feedback and Academic Senate consultation by early May. I'm so grateful to our community for their engagement. We continue to weather a range of emergencies, and still keep this long-term work at the forefront, pushing toward our goals even while we put out fires.

In addition to the town halls and focus groups being conducted by the committees, we conducted a campus-wide survey. This likely isn't a surprise to you, because the group with the best response rate was our Senate faculty with 53% of you responding. This survey and its strong participation rate wouldn't have been possible without the support of IRAPS and Anna Sher, Director of Assessment and Survey Research, and her team. They quickly analyzed the survey data and have been supporting the interpretive work now being done by the committees. Anna was also instrumental to the development and design of the survey, and helped us build a tool that could gather meaningful information from our community.

This process isn't over and there are already so many people to thank. Our steering committee and committee co-chairs have all been incredibly thoughtful partners as we work to build a robust strategic plan. I can't list them all here, but you can find the full committee membership on the chancellor's website, including our fantastic staff members who are supporting each committee and making the work possible. I am especially grateful to Christina Armstrong, Special Adviser and Director of Strategic Initiatives, who is the primary staff member supporting the steering committee and connecting each piece of this project. She has facilitated so much of this work, making it possible for our campus to avoid using consultants and really dig into the planning together.

The floor was then given to CPEVC Lori Kletzer.

c. Campus Provost & Executive Vice Chancellor Lori Kletzer

CPEVC Kletzer expressed her gratitude to the Senate and then provided the following remarks:

Faculty Accolades

I would like to share, as I always do, some selective faculty accolades. In the interests of time, my sharing is limited and selective, with no offense intended by omission and none taken I hope. Three faculty colleagues were named [2022 fellows of the American Association for the Advancement of Science](#):

Jean Fox Tree, Professor of Psychology, was recognized for distinguished contributions to the study of spontaneous human communication and the development of research tools with applications to industry and implications for basic science.

Lise Getoor, Distinguished Professor of Computer Science and Engineering, was honored for outstanding contributions to machine learning, particularly for approaches that integrate structure and uncertainty.

Dean of the Baskin School of Engineering and Distinguished Professor of Computer Science and Engineering **Alexander Wolf** received the honor for research in distributed system software engineering, and for service to the professional computing community.

Enrico Ramirez-Ruiz, professor of Astronomy and Astrophysics, was awarded the 2023 American Association for the Advancement of Science Mentor Award. The honor recognizes his direct mentoring of students and the impact of the Lamat mentoring program he started at UC Santa Cruz that is now a national program. Between the two, Ramirez-Ruiz has reached more than half of the students from minoritized groups who have received a Ph.D. in astronomy in the last five years.

James Zachos, distinguished professor of Earth and Planetary Sciences, was honored with the Frontiers of Knowledge Award in the Climate Change category from the BBVA Foundation.

Jim and Dr. Ellen Thomas, a climate scientist at Yale and Wesleyan universities, were recognized for their contributions that uncovered an atypical episode in the planet's history in which massive quantities of carbon dioxide and methane were released into the atmosphere. Their work laid the foundation for the climate change prediction models being used today.

J.J. Garcia-Luna-Aceves has been named a Fellow of the [National Academy of Inventors](#). He is a distinguished professor and chair of the Computer Science and Engineering department. J.J. is a leader and influential contributor to the field of computer networks.

Needhi Bhalla, professor of Molecular, Cell, and Developmental Biology, was awarded the 2022 Prize for Excellence in Inclusivity by the American Society for Cell Biology. Needhi was recognized for her research endeavors and high-impact diversity, equity, and inclusivity actions over the years, including creating an annotated bibliography on best practices for advancing faculty diversity at UCSC.

Angela Brooks, associate professor of Biomolecular Engineering, has received an Outstanding Research and Professional Mentor Award from the Society for Advancement of Chicanos/Hispanics & Native Americans in Science (SACNAS). The award is given to a faculty member who "has a demonstrated record of encouraging historically underrepresented minority students or professionals to pursue advanced degrees in a science, technology, engineering, mathematics or a related field."

Four faculty members have received Faculty Early Career Development (CAREER) Awards from the National Science Foundation:

Kasia Jankiewicz, assistant professor of Mathematics. The award will support Kasia's research in geometry and topology and the study of symmetries of combinatorial objects such as trees and polyhedral complexes.

Timothy Johnstone, assistant professor of Chemistry and Biochemistry, for work on novel chemical bonds involving heavy elements. Chemical bonding is the bedrock of the understanding of chemistry, and the discovery of new types of bonds opens access to new, often unexpected types of chemical compounds and reactivity.

Tyler Sorensen, assistant professor of Computer Science and Engineering, for research on improving the collaborative power between different types of specialized processors. Sorensen's project focuses on developing the logical frameworks and mathematical models required to enable diverse processors to work together.

Myriam Telus, Assistant professor of Earth and Planetary Sciences, for research that will measure the composition of meteorite outgassing species, especially those relevant for exoplanet observations. Her experimental approach is an important shift from model-based methods typically used to address this connection.

The **Santa Cruz Institute for Particle Physics (SCIPP)** has been chosen to lead a consortium of western research universities and national laboratories in a new program to train the next generation of computational high-energy physicists. The program, funded by a \$3.2 million grant from the U.S. Department of Energy, addresses a critical need for advanced training in computational aspects of high-energy physics. This honor speaks to the cutting-edge work that SCIPP's scientific and technical staff have been involved with for more than 40 years. Congratulations to Jason Nielsen, institute director.

Power Outages and FSH

I have heard from a number of colleagues on behalf of their students who endured prolonged power outages at Family Student Housing during our recent storms. Allow me to summarize what was done and what is in the works looking ahead.

PPDO has a back-up generator that was moved to the site and hooked up. It provides electricity to the community room. This gives FSH families a place to warm up or charge devices, but it does not power up the complex.

About hotel availability and capacity, it was limited at first and most recently was expanded and now there is more local hotel space with direct billing to the campus. Families now have the ability to contact hotels when the power is out and relocate. And I agree with the many who have communicated that the campus message on Feb. 21-22 about the restoration of power at the residential campus was regrettable in its inaccuracy. I say this to residents of FSH, to colleagues in RVT and by extension to colleagues in Laureate Court. We must be accurate first and foremost and sensitive to the many needs on campus. And I also agree that families need particularly timely responses when the power is out for extended periods of time.

Chancellor Larive and I have directed CHES and PPDO to work together on a process to bring in temporary power generation within the FSH community. We have asked for options that address what can be powered, estimated cost, timeline to implement. CHES will be better prepared to address community needs in any future outage. More information will be forthcoming directly from CHES.

Decarbonization & Electrification & Fossil Free Task Force

Some updates - let me start with the Senate Memorial: *"The University of California Academic Senate petitions the Regents for investments in UC's infrastructure that will reduce on-campus*

fossil fuel combustion by at least 60% of current levels by 2030 and by 95% of current levels by 2035.”

Contrast that with current policy, as stated in the Carbon Neutrality Initiative (of 2013): which commits UC to emitting net zero greenhouse gasses from its buildings and vehicle fleet by 2025. Current policy goals are not aligned with limiting global temperature rise to 1.5 degrees Celsius as outlined in the Paris Agreement. UC’s current 2025 goal for carbon neutrality relies heavily on voluntary offsets and is weaker than the State’s recently passed California Climate Crisis Act (AB 1279). That set a goal of net-zero from all scopes (1,2,3) by 2045 through a minimum 85% direct reduction and carbon removal. What is being worked out now is to set a minimum near-term emissions reduction targets for all UC locations and a net zero emissions date no later than 2045.

Transition from Use of Offsets to Direct Decarbonization Action

The state has provided \$12M to the UC system for decarbonization and electrification studies. UC Santa Cruz received \$1m for its study (standard amount). The Office of the President created a Fossil Free Task Force to provide scoping guidance for these studies. These studies are to: provide a strategy for 90% or greater reduction in scope 1 emissions from fossil gas use in campus energy systems; provide high level estimates of total capital and operational costs/savings; identify just transition and other equity considerations. I serve on the Fossil Free Task Force and the longer-existing Global Climate Leadership Council.

Academic Budget Allocations

I’d like to talk a bit about academic resource allocation - the allocation of resources from the center to the divisions for faculty recruitment, instructional support, TAs, and divisional staffing.

Why a reconsideration of academic resource allocation: to free up the funding associated with open faculty FTE provisions that sit in the divisions. These open (unfilled and not authorized for recruitment) faculty FTE are used to fund aspects of divisional operations. With the highest student:faculty ratio of the UG campuses, we want those faculty FTE to be recruited and filled. To do that, we need to fund those divisional operations. And the center will take on more financial responsibility for salary upgrades and startup packages. We’ve tackled these allocations in 4 elements:

- a. Faculty FTE call - largely unchanged through this year
- b. Instructional support allocation (formerly called the Temporary Academic Staffing (TAS) allocation). It basically funds UG curriculum and students that exceed the capacity of our Senate faculty (our permanently budgeted instructors). These dollars support the hiring of lecturers and GSIs.
- c. TA allocation - the allocation of TA FTE and dollars from the center to the divisions. Few substantive changes - based on UG enrollments and doctoral enrollments. For 23-24, we will be providing more TA dollars and more TA FTE, at the campus-wide level.
- d. Divisional staff and non-staff expenses (other than academic employee expenses)

We have been discussing these allocation schemes with academic leadership for 3 years. The discussions have been open with a lot of feedback, change, collaboration. Our values have been transparency, clarity, a reliance on understandable and available metrics, and to be consistent with campus goals. Two sitting members of CPB joined the group last summer and have seen and reacted to all initial and revised versions of the algorithms. There’s been collaboration with Grad Division on the TA allocation and the Implementation Task Force.

Employee housing

- Five units are about to begin renovation. Units to be assigned and sold during summer 2023
- Three other program for-sale units (not in need of renovation) are in process of resale
- We are exploring new processes to speed up renovations.

Ranch View Terrace 2

We have formed an implementation committee to move the project forward and we are running a number of financial models to see what scenarios would work to create reasonably affordable housing, looking at numbers and sizes of units. For affordability, the units will most likely be downsized from what was envisioned a few years ago. Yet to be determined is whether units would be owner-occupied or rental. We have started the process of creating an RFP to solicit responses from developers. We expect that it will take a few months to fully develop the RFP due to the need for a high level of clarity in the RFP. Once we receive responses from the RFP we will analyze the results and hopefully have a viable project.

Child care

I have had a very productive conversation with CFW about establishing a request for information (RFI) to local child care programs in Santa Cruz County. The goal is to seek out local child care vendors willing to enter into a contract with us in order to reserve spots in their program for UCSC employees. We are at the beginning phases of this effort. I was encouraged by CFW's optimism and willingness to partner on establishing a list of child care programs for us to conduct outreach.

Graduate Education

The new labor agreements between the University of California and the United Auto Workers (UAW) underscore our continued commitment to supporting our graduate students. It reflects the important role that our student employees play in our research and teaching mission.

Let me be clear about one bottom line: the significant additional resources that we are investing in our graduate students, particularly our doctoral and MFA students, is money well spent. The increased compensation and other changes have generated many questions from faculty across campus, and I acknowledge that it has been difficult to not have answers or more information about what's happening. Though we have newly agreed upon contracts, the implementation details are still being worked out, and, as a result, the information environment has remained fluid.

This has been a challenging period for all. The strike, its wake, and associated uncertainty draw energy and attention.

I am grateful to you for all you do in support of our students, and I know there are and will continue to be disagreements about decisions and actions taken during and after the strike, all based upon different perspectives on how best to achieve our shared purpose of advancing the University's mission. I also know that we need to find ways to work together and to acknowledge and work on repairing rifts in our community.

Funding our teaching mission: for the remainder of the 2022-23 academic year, central funds will cover the increased costs of academic student employees (ASEs). Deans have been apprised of these costs and more details will be provided soon, including information on the new experience-based TA salaries effective April 1.

About TAs: The total number of quarter TAs to be allocated to the campus for the 2023-24 academic year will not only equal the TA allocations in recent years, including 2022-23, but will likely exceed them by approximately 30 quarter TAs. While the increase in the number of

quarter TAships is relatively small, the estimated dollar value of the TA allocation will be at least 30% higher than the 22-23 allocation, quite possibly more, and most of that increase is due to increased ASE salary costs. We currently estimate our TA salary costs for the 23-24 year will be at least \$5 million higher than for the 21-22 year. For lecturers, we estimate a \$2 million increase in salary costs for 23-24, compared to 21-22.

The new contracts with the UAW on behalf of academic researchers, postdoctoral scholars and graduate student researchers have several salary and benefit provisions that may impact funded research. As you know, historically, increased costs to research have been borne primarily by principal investigators (PIs) and secondarily by deans and departments. Our overall financial situation dictates that we not deviate significantly from that approach of relying on external funding to support our research community. At the same time, we recognize that for many PIs, grant funding levels are already established while salary and benefit costs will increase.

With these new contractual agreements, it is likely that PIs will need to reallocate funds on approved project budgets and, when possible, to increase requests on future non-competitive and competitive proposal budget requests. Together with the Graduate Division and the Office of Research, I am working to address the long-term impacts of the new contracts. In the meantime, working with interim Vice Chancellor of Research John MacMillan, we have a program to address short-term financial impact in the spring 2023 quarter.

For faculty who have graduate student researchers (GSRs) supported from funded grants, faculty start-up, or federal, state or foundation fellowships, the Office of Research will provide \$1000 in support of a GSR where there is financial need. If a PI supervises multiple GSRs, multiple requests can be made. Examples of scenarios that would qualify for financial need:

- A grant is at the end of a funding cycle and there are insufficient funds to cover the increase;
- The increased costs will limit the ability to carry out the proposed activities in a funded grant;
- A student is on a fellowship that does not cover the additional cost and the faculty advisor does not have sufficient unrestricted funds to cover the difference.

Recruiting and Offers for Fall 2023 Graduate Admissions Cycle

Peter Biehl and the Graduate Division staff meet with each department/program to discuss available funding levels, student success metrics, and program size, in order to set targets for each admission cycle. Our five-year funding package for doctoral students (two years for MFA students) remains our commitment; importantly we have approached fall '23 graduate admissions by first working with each department and program to make sure we have funding for our current students. Working first from that commitment, we are taking a conservative approach to admissions, particularly doctoral admissions. Our admissions approach must lead from the perspective that we are admitting students to train as scholars and practitioners, not to be TAs.

There are many outstanding issues, including implications for instruction and instructional resilience, addressing frayed relationships from the time period of the strike, and the future of graduate education. Regarding the future of graduate education, *Envisioning Graduate Education of the Future* is one of the pillars of our strategic planning initiative, and I anticipate that our conversations about the future will be advanced by the efforts of that committee and their report. The Implementation Task Force for Inclusive Excellence in Graduate Education will be submitting their report, and that too will be part of our efforts to consider the future of graduate education. I remain deeply committed to graduate education and these two reports and recommendations offer an opportunity to move forward productively with that commitment.

Chair Gallagher then opened the floor to questions.

Professor of Physics Jason Nielsen was given the floor and asked for a little more detail about the timeline over which the new resource allocation model is expected to be implemented, if it will happen during the summer or be delayed.

CPEVC Kletzer stated that they are not anticipating delay and will be providing to divisions information on the resources called the glide path from the old way to the new, effective July 1st.

Co-Chair of the Student Union Assembly (SUA) and undergraduate representative to CPB Daniel Halpern-DeVries was given the floor and mentioned the new social documentation lab being built at the UCSC Westside Research Park (WRP), stating that one of the issues for students is getting transportation to WRP. He wondered if the campus had plans to make it easier for graduate and undergraduate students to get transportation there.

The Chancellor replied that there is a shuttle in place, and as more people become present at WRP, shuttle services can be scaled up.

Chair Gallagher thanked everyone for the questions and comments and moved on to the Consent Calendar.

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

4. **Special Orders: Annual Reports**

CONSENT CALENDAR:

- a. Committee on Academic Personnel – Annual Report Addendum (AS/SCP/2052)

With no questions regarding the annual report, the report was approved by acclamation.

5. **Reports of Special Committees (none)**

6. **Report of Standing Committees**

- a. Committee on Committees – Updates to Committee Roster (AS/SCP/2053)

Elizabeth Abrams, Committee on Committees (COC) Chair noted that COC had placed two more people on Graduate Council, recognizing that a very important committee had been short two members. She appreciated each of the new committee members and encouraged everyone to say yes when COC comes calling for the 2023-24 committee placements.

As there were no questions regarding the amendments to the COC roster, a vote by Zoom was initiated. The updates were approved: 50 in favor, 0 opposed, 6 abstain.

- b. Committee on Affirmative Action and Diversity – Update on Contributions to Diversity Rubric

Professor of Literature and CAAD Chair Kirsten Silva Gruesz was given the floor and provided the following remarks:

One of the roles of senate committees is to keep ears on the ground for issues of concern to faculty. For the past couple of years CAAD members, representing a cross-section of departments across the campus have reported that there seemed to be a lot of confusion about the use of diversity statements in faculty hiring, reporting that there are variations in practice across divisions in using these statements as first round filters. Concerns arose as to whether some candidates were better prepared or coached to write diversity statements, thus disadvantaging others. CAAD found that

some hiring committees and departments were regularly using the UCSC starting rubric to assess candidate contributions to diversity, and some were not. This assessment tool, as VPAA Herbie Lee has repeatedly stated, is optional, and yet it has an institutionalized status, because it appears on the APO web page as the resource for candidates and for hiring groups. Wearing our pedagogical hats and using our knowledge as teachers who regularly design and use rubrics ourselves, the members of CAAD over the past couple of years have examined the rubric and found it to be improvable in certain respects. And since this existing rubric to assess candidate contributions to diversity was something that emerged from conversations in earlier CAAD, about 5 to 7 years ago, we will soon be presenting proposed revisions to that rubric. It is hoped this will level the ground for candidates who are and aren't coached on writing diversity statements by better aligning the instructions given to candidates with the tools given to faculty who are asked to assess them, and by working to align those practices consistently across campus. And of course, CAAD is aware that the ten Faculty Equity advisors, together with the five associate Deans of Equity, Diversity, and Inclusion, and VPAA Lee have all been working really hard on developing and implementing best practices for fair hiring with the diversity forward model. Herbie and the FEAs have just sent a communication to the Senate about their latest recommendations for fair hiring practices which the Senate committees will be discussing and responding to this spring, but not about the rubric itself. So that's where CAAD is stepping in to the conversation. So you'll all be hearing much more concrete information about this in the near future, but because I am cycling off of CAAD this quarter, I wanted to personally to take this opportunity to let my fellow senators and the others here in this room know that we have heard your concerns about this issue, and we're trying hard to make positive changes. Thank you.

The floor was opened to questions.

COC Chair Abrams thanked Kirsten and the rest of CAAD for taking on this work, recognizing that campus has new structures and there may be anxiety and uncertainty about how to work with those new structures. This type of detailed focus on the impacts of those new structures makes them work better for everyone. She also commented that there is no doubt that people get coaching when they write statements, though it seems curious to her that we're concerned about coaching on diversity statements, whereas we've never been concerned about coaching on any other kind of statement that a candidate submits. The likelihood is that people who write excellent diversity statements have been doing excellent diversity work, though it is true that some people need work on their writing and effectively communicating their ideas and their experiences to others. And as a writing teacher, she endorses working with others to communicate ideas effectively, but she simply wanted to make this observation.

c. Committee on Educational Policy – Proposed Revision to SR 9.1.6 - Incomplete Grades (AS/SCP/2054)

David Cuthbert, Committee on Educational Policy (CEP) Chair was given the floor and provided the following remarks on the proposed CEP legislation revision:

The last time I spoke to this body, we were just coming out of the fall quarter, moving into finals, and there was a lot of trepidation and concern about how we were going to address grading. All CEP members and the staff on this committee have worked overtime to come up with solutions to reach out to all the programs and give advice on how to get through finals. In the first meeting of the winter quarter, after extensive review, CEP ratified the pass-fail policy that anyone without a grade from the previous quarter would be given a pass grade, and that those grades would be reviewed. As everything in academia takes a while to get moving, campus is now in the process of finding the funding for the hiring of additional people to address some of these missing grades. This has taken longer than anyone would have expected, but we are seeing movement in the right

direction. At the beginning of the quarter we had around 85% completed grades for the fall and currently at the last review we were above 92%. For a typical quarter we'd expect to be around 98%, so there's still work to be done.

Because the incomplete grades regulation was written several years ago and before COVID, the recent wildfires, storms and strikes, we now find ourselves in a time where we need more flexibility. The policy as written states that the deadline for incomplete grades shall not be extended past the current extra quarter to review grades and fill them in. CEP is asking that the policy be changed so that, under exceptional circumstances, CEP can, if necessary, review and extend the deadline by an additional term. Thus, instead of only allowing one quarter for a student given an incomplete grade, under exceptional circumstances CEP would have the option to add an additional term onto that. And again, this would only be in the case of some sort of exceptional impact: environmental, a strike, another COVID; those things would cause CEP to trigger this policy, which is currently not very flexible. CEP is asking for the ability to extend it by another term.

The floor was opened to questions and Jason Nielsen, Professor of Physics and past Chair of the Committee on Rules and Jurisdiction and Elections expressed concern about putting in something that's intended to be an emergency clause to be evoked only in special cases. He felt that the regulations should reflect the practice that we have as the Senate and if and when we have emergency situations, as during the pandemic, then the Senate can adjust the practice to reflect that. He felt that putting something like this in the regulations may have the effect of extending de facto the deadline from one term to the term after that and that it would not be easy for CEP to withstand the temptation to use this each time. He asked why enacting temporary changes during a special scenario or in an emergency case of campus disruption, would not be preferable to permanently changing the regulation.

Chair Cuthbert responded that it came down to honoring the students. At the beginning of the quarter, CEP had hoped that the current issue to resolve incomplete grades would move a bit quicker than it has. The main concern with the regulation as written is the fact that it cannot be extended at all. Thus, CEP is attempting to have ability to extend it when we find ourselves in such situations.

Grant Hartzog, Professor and Chair of Molecular, Cell, & Developmental Biology, was given the floor and asked if the exceptions would be made for all undergraduates, for no undergraduates, or for individuals based on their appeals?

Chair Cuthbert clarified that the intention was that exceptions would be for campus-wide approval, and not something done for a single program or a single student.

SUA Co-Chair Halpern-DeVries asked for clarification, that indeed was there no way for a single student facing an emergency situation to have an exception granted under this legislation.

Chair Cuthbert confirmed that to be so, as the legislation stands, but that there are other special circumstances that would apply in such a case. If someone were to become incapacitated for a quarter, he believed there is a way to pause their program.

Andrew Fisher, Distinguished Professor of Earth & Planetary Sciences and Chair of the Graduate Council Committee was given the floor and commented that what used to appear to be sort of exceptional conditions for the campus seem to occur more frequently. He stated that the legislation is an attempt to be a little more proactive, and be prepared, in the event of an emergency, to make

a quick pivot, so that large numbers of students, faculty and TAs, aren't left hanging for weeks at a time. The Senate meets only once a quarter and while it's true that there could be a Senate motion, to address a one-time occurrence, what this is asking is to allow CEP to act on behalf of the Senate in this capacity, which seems reasonable. CEP would not want to make this a standard practice, but only for exceptional cases and invoked in rare cases. We have flood season in the winter, wildfire season in the summer, and earthquake season all the time, and we don't know what the next emergency is going to be.

Chair Cuthbert stated that, as a Chair, he certainly hoped he never would have to invoke it again.

Richard Hughey, Vice Provost and Dean of Undergraduate Education, was given the floor and stated that currently in order to issue an incomplete for a student requesting such, the student would be performing passing work, and the instructor would inform the student of what is required to complete the incomplete. His understanding was that this legislation would not be changing a faculty member's ability to require that work be completed sometime prior to the Senate's absolute deadline.

Chair Cuthbert replied that this was correct.

Chair Gallagher reminded the Senate that a ballot on this legislation would be sent out after the meeting.

7. Report of the Student Union Assembly Chair

SUA Vice President of Academic Affairs Dora Rasch was given the floor and provided the following remarks:

Hello everyone! My name is Dora Rasch. I use they/them pronouns, I'm a fourth year Ecology and Evolution and Politics double major, and I serve as the Student Union Assembly's Vice President of Academic Affairs. Usually I would give this speech with Jimmy, our SUA president, but he's at a state lobbying workshop this weekend so I will say hello on his behalf and provide our statement. We appreciate the opportunity to speak to this body on behalf of undergraduates.

I'd like to start by thanking the faculty at large and the Senate in particular for the accommodations made on behalf of student success throughout and after the Strike. Every one of you who modified your final exams, gave your students alternate academic options to succeed in your classes, and ultimately accommodated students' needs - thank you.

Next, I wanted to share some things I learned at a meeting called the Council of Academic Affairs. It's a meeting of all of the Academic Affairs student gov officers across the UCs - I love it because it's like meeting a bunch of clones of myself!

One of the focuses discussed at this meeting was digital accessibility - of the 7 UCs represented, UC Santa Cruz seems to be by far doing the best! By digital accessibility, I mean things like offering zoom calls or virtual modality during in-person courses, allowing students to fulfill attendance requirements through said zoom streams when feasible, recording lectures for all students to review, posting lecture slides, and allowing students at home to participate in course discussions - these resources all serve to make students' learning experiences more equitable.

At other UCs, students are fighting tooth and nail for this type of accessibility. Many UC Davis students are forced to record lectures on their cell phones to fulfill lecture recording

accommodations, while students at another UC are beginning to explore the option of a lawsuit to compel the university to provide their recorded lecture disability accommodations. It's grim out there!

From what I've gathered, UCSC already had many classrooms outfitted for lecture capture before the pandemic, and the improvements we made during the pandemic put us far ahead of other UCs in regards to making academic content and materials more digitally accessible. Our lecture capture accommodations are system standard at UCSC, and live class zoom streams and uploading lecture recordings are common. However, I think the most important ingredient in our success was our faculty's attitudes - you came to your classes with compassion, understanding, and adaptability.

Here at Santa Cruz we are serving as an example of how to expand digital accessibility for the other UCs to follow. I am proud to be a banana slug, and I am so thankful for all of the hard work you all have done.

I want to speak on digital accessibility in general to all of you more personally - NOT about policy. As one of the student representatives on CEP, I am well aware of how hard CEP and CCI are working to implement fair and functional policy regarding emergency remote authorization, and I'm especially aware of how complicated of an issue that is. (and I want to say thank you!)

This is no surprise to anyone here, but Santa Cruz is still in the midst of a severe housing crisis, and many students are still being impacted by the pandemic. Far too often students are struggling to make rent and put food on the table. Many of these students are also at risk of homelessness, or are already without a place to live. While this is too pervasive a problem to solve by ourselves in a single meeting, improving digital accessibility can make things easier on a lot of students already struggling with non-academic concerns.

Digital accessibility has been a window to success for students with disabilities who would have otherwise had much less opportunity to participate in class otherwise - I am one of these students! For some of my courses, when my hip dislocates like it often does, I can attend my class on zoom! Digital accessibility also benefits students with families they have to care for and as a result have more limited schedules and more frequent unexpected emergencies. It allows students who have to work to support themselves and students who have to commute because of our housing crisis succeed even when their availability is limited by responsibilities or a long commute! It eases the difficulty students who are unhoused have in participating in their courses at all while they search for housing. It helps many, many students with various different needs. Along with that, digital accessibility allows students to stay home when they're sick, keeping our community and themselves safe! It allows them to keep up during a family emergency or injury! It lets them still attend a lecture and complete their assignments when the road to their apartment has completely flooded!

We know that putting together all of these resources is time consuming and difficult on your part, and we're thankful for all the extra work you have put in. I also promise we are hounding the administration to make resources such as lecture capture technology easier for faculty to use, and to provide funding for the technology that is needed. We know much of the work you have done in your classes was extra work you didn't used to do, and we are very thankful for it.

In general, I ask that you continue to approach your work with compassion and understanding. In particular, I am asking that you continue to consider digital accessibility as you construct your courses, design your syllabi, write your assignments, decide on your late work and attendance

policies, and in every other decision you make as instructors. Many of our students have circumstances or are going through things that would have otherwise made academic success difficult without this type of accessibility. We must continue to provide these resources, and extend them to give more students the opportunity to excel in their education whenever we can.

I'm proud to be a banana slug - here at UCSC, we are willing to be unique! We proudly forge unconventional paths! It's why I came here instead of anywhere else. Our campus is adaptable, innovative, and compassionate, and it wouldn't be that without each of you. We are and will continue to serve as a role model to the rest of UC. We're not afraid to be different when it's better, and it shows.

SUA VPAA Rasch then informed the Academic Senate that as of three weeks ago, the Student Academic Senate has convened, and then recognized SAS Co-Chair Jamie Hindery, who provided the following remarks:

Thank you so much Dora for the introduction and the work you do on behalf of Undergraduates here at UCSC. I would also like to thank all of the Students, Senators, Administrators, and guests for being here today and continuously working so hard to cultivate an equitable and accessible environment for learning and self-discovery here at UCSC. My name is Jamie Hindery, my pronouns are they/them/theirs and I am a third-year transfer student majoring in CRES and EDJ. On February 16th, the Student Academic Senate, a committee within the SUA, convened for the first time this year. While a little bit late in the year due to circumstances beyond our control, we have elected leadership and begun identifying common issues amongst the student body that are within our purview to address. I will serve as Co-Chair, alongside Daniel Halpern-DeVries, and Dora will serve as one of our rotating secretaries. We look forward to bringing student issues to the attention of the Senate and Administration and working together to improve student outcomes and quality of life.

SAS Co-Chair Daniel-Halpern-DeVries was recognized and provided the following remarks:

Hello everyone. My name is Daniel-Halpern-DeVries, I am a fourth-year undergraduate majoring in Physics as well as one of the undergraduate representatives on CPB, and I will be serving as Co-Chair of the Student Academic Senate along with Jamie. I look forward to working with my Co-Chair, the SUA VP of Academic Affairs, and all students in the Student Academic Senate to help open broader dialogue with the members of the faculty Senate and working together to make our campus a better place for both students and faculty.

SUA VPAA Rasch expressed thanks for the opportunity to speak on behalf of the student body and for the Senate's continued support of undergraduate students.

8. **Report of the Graduate Student Association President**

President of the Graduate Student Association (GSA) Tomas Ocampo was given the floor and provided the following comments:

Thank you for giving me the opportunity to speak before the Senate. Today, I wanted to provide some updates on the work I've engaged in with my graduate colleagues and I had some questions about how the new contract would affect graduate students and faculty teaching workload but some of those have already been answered.

First, I'm sure we are all glad to see the strike resolved peacefully, but I do want to note that graduate students on our campus did not vote in support of ratifying the contract that went into

effect- the vast majority voted against it here, at UC Santa Barbara, and UC Merced. This underscores that the main challenges our campus faces on costs of living, housing and so forth remain at the forefront of our concerns and we want to see them addressed. It is clear to us that our position here as teachers and researchers and our quality of life are interconnected and it is important to meet one to support the other.

As I mentioned, I brought some questions before the Senate that we are concerned about that connect to our larger concerns of our quality of life, but am glad that some were already answered. Still, I wanted to communicate them to you to be aware of what graduate students have been concerned about:

- What have faculty and departments discussed concerning decreasing acceptance of new graduate students? With fewer admitted graduate students, many of us are concerned about the possibility of an increased workload to fill in the gap of less TAs available.
- Does the Senate share the same concerns in regards to increased workloads with fewer graduate students and higher undergraduate enrollment? We heard today that undergraduate enrollment will not increase, but many of my colleagues and I do fear that our workloads will increase.
- What discussions are being had around class sizes for the next academic year?

I and many other graduate students believe we are all on the same page about this, and that the ones who will suffer from our increased workload are our students, which is why I wanted to raise these questions.

The last thing I wanted to provide an update on is the work I have been involved in around Strategic Planning. I have been to an array of meetings for Strategic Planning to engage graduate students- I attended some forums of engagement for Envisioning Graduate Education for the Future and helped organize a graduate engagement on Climate Change, Sustainability and Resilience with a colleague in my department.

Overall concerns from graduate students are centered on costs of living, housing, financial support throughout their time here, support for completing their degree, and more concerted effort to integrate climate justice and meet our climate change goals. These highlight that the same issues of concern we have had and communicated prior to the pandemic remain critical for us to address.

Unfortunately, there was a lack of participation in some of these engagement events for graduate students. I want to share before the Senate that there is a strong sense among graduate students that all of this planning - all of these goals the campus wants to set, will not realize the changes we desperately need, which is why students likely did not participate as much as they could have. On the other hand, I do think that graduate students had our own kind of engagement in envisioning graduate education for the future during the ULP Strike in the Fall (2022), which had a high participation of many graduate students. It was clear to many of us that the strike was about all of the interconnected issues on campus and issues we're still facing- that still have to be dealt with.

I want to end by saying that it's important that the university leads on many of these issues, especially with the Strategic Plan happening this year. It's important that we show that we are a leader and set the example for the rest of the US for what a university could be- one that has housing for all students, that pays commensurate wages, that protects the most vulnerable, uplifts the community around it, and nurtures and empowers students from all backgrounds to champion better futures for all of us. I met with some prospective students in my department today who are considering coming here and who noted many of the good things UCSC has to offer. We have a

reputation for being a more progressive campus and we should do everything we can to meet that expectation, to take care of our students and provide better conditions for everyone.

The floor was opened for comments and responses.

GC Chair Andy Fisher was given the floor and thanked President Ocampo for raising these issues and asked to receive his notes, as Grad Council would be following up on these items of importance to grad students. He stated that there would be guidance coming out with recommendations from the task force that President Ocampo has heard a bit about. That process has been occurring with a combination of faculty, and staff and administration and is focused on: 1) graduate students' success, life, and well-being; and 2) graduate education, funding, and financial support. This has been underway for more than a year, with incredible work done in data gathering to help the group understand what factors are either helping or hindering grad student success. The report on funding will be out within the next couple of weeks, identifying clear financial levers which make a significant difference. The results are evidence-based, spanning many years at UCSC, and identify what it takes for students to succeed and finish in a reasonable time, as well as what it takes to make sure that students have the kinds of resources they need. Chair Fisher said, from the perspective of his participation on the Subcommittee on Finances, that there are strong advocates for graduate programs, the graduate mission and graduate students on this task force. He hoped that President Ocampo would take a look at the report and provide feedback. The strategic planning process is another forum for getting some of these ideas out, so that if there are things in these reports that are important, He encouraged President Ocampo and others to make sure they are represented in the strategic plan. Chair Fisher emphasized this opportunity to get some improvements implemented together in collaboration.

9. **Petitions of the Students (none)**
10. **Unfinished Business (none)**
11. **University and Faculty Welfare**
12. **New Business**

Chair Gallagher then asked if there was any new business.

As there was no other new business, Chair Gallagher expressed gratitude to the Senate and adjourned the meeting at 4:19pm.

ATTEST: Debbie Gould, Secretary