Meeting Call for Regular Meeting of the Santa Cruz Division

Friday, November 22, 2024, 2:30–5:00pm

Stevenson Event Center | Vimeo Livestream

ORDER OF BUSINESS

1. Approval of Draft Minutes
   a. Draft Minutes of May 22, 2024 (AS/SCM/338)

2. Announcements
   a. Chair McCarthy
   b. Chancellor Larive
   c. CPEVC Kletzer

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

4. Special Orders: Annual Reports
   CONSENT CALENDAR:

5. Reports of Special Committees (none)

6. Reports of Standing Committees
   a. Committee on Committees – Updates to 24-25 Senate Roster (AS/SCP/2112)
   b. Committee on Faculty Welfare – Faculty Salary Report Q&A (AS/SCP/2113)
   c. Committee on Planning & Budget with AVC BAP Blakeslee – Report on Campus Budget

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. Vice Chair Caldwell and CAF Chair Schoenman – Oral Report: Interim Time, Place, Manner Policy

11/15/2024

Academic Senate
Santa Cruz Division

Dear Colleagues,

I write to invite you to the Fall Senate meeting on Friday, in person on November 22 from 2:30 to 5:00pm at the Stevenson Event Center. The agenda may be viewed on the Academic Senate website. For those that are unable to attend in person there will be a Vimeo stream of the meeting, but we will not have an interactive feature for asking questions or voting remotely.

We are greatly looking forward to coming together as a community, in person, after such a long remote period, refreshing our connections and creating new ones, and thinking together about major issues facing our campus. There will be a reception with wine and light refreshments following the meeting.

Following remarks by the Chancellor and CP/EVC, we will have two main informational and discussion items, on which we hope to gather wide Senate perspectives. The first will be **campus budget challenges**, led by Committee on Planning and Budget Chair Kudela, with a presentation by guest AVC BAP Blakeslee, addressing our current campus budget status, cuts to date, challenges, and planning. The second will be an oral report on the interim conduct regulations: **time, place, and manner,** led by Vice Chair Caldwell, along with Committee on Academic Freedom Chair Schoenman, with focus on academic freedom and freedom of speech within the campus' implementation of UCOP directives.

Finally, in addition to the annual reports of the 2023-24 Senate committees, regular business will also include Committee on Committees updates to the 2024-25 Senate Roster and a Committee on Faculty Welfare 2023-24 Faculty Salary Report with related Q&A.

We also hope that the leadership of the Student Union Assembly and the Graduate Student Assembly will be present to address the Senate. The Chancellor will be hosting the post-meeting reception, at which the Committee on Committees will make remarks thanking outgoing committee chairs from 2023-24. We ask that our outgoing chairs, and their members, are able to attend the reception, and we hope everyone will express gratitude for their service to the Academic Senate and campus.

Although not on the agenda next week, I would like to bring to your attention the following items:
- GC Guidance on 299 Course Syllabi (November, 2023)
- Recommendations for Protecting Academic Integrity and Intellectual Property: Academic Council recently endorsed the University Committee on Educational Policy recommendations to UC faculty about how to combat academic dishonesty and the online posting of copyrighted course materials.
- The Committee on Emeriti Relations (CER) recently circulated the call for proposals for the 2025-26 Edward A. Dickson Emeritus Professorship Award (up to $20,000).

I look forward to seeing everyone next week.

Sincerely,

Matthew McCarthy

Chair, Academic Senate
Santa Cruz Division

SUBMISSION OF PROPOSED CORRECTIONS TO THE MINUTES
May 22, 2024 Senate Meeting

The draft minutes from the May 22, 2024 Senate meeting were distributed via email on July 15th and will be presented for approval at the Senate Meeting on November 22, 2024. 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 (via email to senate@ucsc.edu, or addressed to the Secretary, c/o Academic Senate Office). 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 voting on them. While proposed changes may be checked for consistency, they will not be altered without the proposer's approval. This approach complements, but does not limit in any way, the right of every Senator to propose further changes from the floor of the meeting.

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

Please submit all proposed changes to arrive in the Senate Office **no later than 12:00 noon, Thursday November 21, 2024.** They should be addressed to the Secretary, c/o Academic Senate Office, via email to senate@ucsc.edu.

Carla Freccero

Secretary, Academic Senate
Santa Cruz Division

COMMITTEE ON ACADEMIC FREEDOM
Annual Report 2023-24

To: Academic Senate, Santa Cruz Division

The Committee on Academic Freedom (CAF) monitors and assesses matters that may affect academic freedom at UCSC, responding to individual faculty concerns and reporting emerging issues to the Academic Senate. The Chair of CAF represents the Santa Cruz Division to participate in the University Committee on Academic Freedom (UCAF), which met on three occasions in Academic Year 2023-24 to conduct business concerning its duties as outlined in Senate Bylaw 130.

CAF met every three weeks across the academic year as issues arose for discussion and review. The committee also engaged in frequent consultations by email, and shared documents between meetings.

COMMITTEE ISSUES

I.   Institute for the Critical Study of Zionism Conference

In October of 2023, The Committee on Academic Freedom (CAF) corresponded with Campus Provost and Executive Vice Chancellor (CPEVC) Lori Kletzer related to the Administration's actions and stance regarding the Institute for the Critical Study of Zionism conference, Battling the 'IHRA (International Holocaust Remembrance Alliance) definition: Theory & Activism'. We offered the following comments.

First, the CPEVC suggested in her August 30th email that the organizers may have potentially violated the First Amendment and the Regents' policy on academic freedom, and noted the possibility of "viewpoint discrimination" because some viewpoints were being excluded from the conference. We understood this concern. However, legal experts we consulted, including Erwin Chemerinsky, Dean of Berkeley Law and renowned First Amendment scholar, believed that faculty are not obligated to include all viewpoints and were within their rights to exclude speakers and participants with viewpoints they found incompatible with their meeting (included in this right to include and exclude is their right to require participants to tick a box during event registration). We also noted that sometimes activist groups disrupt academic and even administrative speech in order to silence their critics and prevent the flow of information. We believe our rights as academics to pursue professional contexts free of those forms of disruption should be upheld. We acknowledged that the university was within its rights to suggest removal of the conference "points of unity," and we understood and supported the spirit in which that request was made. However, we believed it would be improper for such a request to rise to the level of a requirement, and we believed that the rights of the faculty organizers to undertake such measures, in order to secure their own expressive rights, should have been protected. CAF took a stand in support of those rights.

Second, we were concerned about the statement the administration released that the university "does not endorse" the conference. No one on CAF could recall an instance in which the University had issued a statement either endorsing, or not endorsing a conference. We added that without an existing campus practice of endorsing conferences, a statement of non-endorsement was both striking and vague, as was the speed with which these pronouncements came. This tended toward a distressing impression that the university did not support the academic work of our colleagues and amounted to a threat of repercussion against research simply because it was controversial. CAF then queried if this was to be a normal practice? Was the university planning to endorse and "not endorse" other academic conferences by faculty in the future?

We then observed that if the University sought to promote free debate and risk-taking in research, we believed its actions here were counterproductive, and contrary to its role in protecting academic freedom. While we supported the administration's vigilance against antisemitism, we urgently requested that the Administration take the immediate step of issuing a statement in support of academic freedom and that the campus fully upholds and honors the rights of faculty to conduct and present controversial research including professional criticism of Zionism and its associated institutions.

Third, we found improper the Administration's repeated scrutiny of the conference including inquiries about its location. As already stated above, our faculty colleagues are entitled to hold events related to their academic area of expertise on campus. We should have instead, all have been troubled by the variety of intimidation, threats, and hate mail to which faculty had been subjected, for their pursuit of controversial research.

Fourth, we expressed our hope that the Administration developed its position on the conference and associated statements without undue outside influence; as we know, lopsided outside pressure on academic work suppresses the spirit of inquiry and infringes on faculty rights. We reaffirmed our appreciation of the CPEVC's reassurance that the statement was not opining on whether the conference was or was not antisemitic. We pointed out that the issuance of a public statement that the university does not endorse the conference, even after the organizers removed the registration requirement, without any warning, sent a different message.

Finally, we acknowledged that these issues are complex. Our position above had the support of all but one member who objected strongly to any limitation or framing of a conversation such as that proposed by the conference organizers. Although the majority of the committee's views were represented by the preceding paragraphs of this letter, in the spirit of academic freedom, we felt it was important to also present a dissenting view.

II.   Throughout the year CAF worked to develop a document that could be used to educate faculty on the rights and responsibilities afforded by APM 10 and APM 15 with the intent of carrying out departmental visits to make short presentations about academic freedom.

III.   CAF met with faculty to discuss concerns about the spirit of open debate on campus. In particular, some faculty raised concerns about a tension between what might be possible

and legal, versus what is desirable for the open exchange and development of ideas. This issue was raised with particular reference to the practice of limiting event attendance based on viewpoint. CAF members continued to discuss this throughout the year as it became relevant.

IV.   Reviews of Policy and Process

Divisional
- Leading the Change Strategic Plan

Systemwide
- Proposed Revisions to Senate Bylaw 55.B.2-5
- Abusive Conduct Policy Implementation
- Systemwide Senate Review of Proposed Regents Policy on Use of University Administrative Websites
- Systemwide Senate Review of Regents Policy on Public and Discretionary Statements by Academic Units

Respectfully submitted,

COMMITTEE ON ACADEMIC FREEDOM
Jody Biehl
Ben Carson   Nolan Higdon, NSTF Representative
Sriram Shastry   Reza Habibi, GSA Representative
Hongyun Wang
Roger Schoenman, *Chair*

August 31, 2024

COMMITTEE ON ACADEMIC PERSONNEL
Annual Report 2023-24

To: Academic Senate, Santa Cruz Division

In this annual report, we discuss (I) CAP duties and workload, (II) how CAP recommendations have aligned with administrative decisions, (III) some of the major policy issues that CAP has commented on this year, and (IV) our advice to Senate faculty, including department chairs, regarding personnel files.

I.   CAP Duties and Workload

The Committee on Academic Personnel (CAP) is charged with providing Senate consultation on faculty personnel cases, by making recommendations on appointments, retentions, promotions, merit increases, mid-career appraisals, and career equity reviews 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. CAP contributes faculty voices to the personnel review process and takes seriously its responsibility to carefully consider equity across divisions and departments and to ensure equitable recommendations are made that take inherent disciplinary differences into account. In addition to reviewing files, CAP also comments on policy issues relevant to the committee's purview.

In the year 2023-24, CAP had eleven representatives, two from Arts, two from Engineering, two from Humanities (including one co-chair), three from Social Sciences (including one co-chair), and two from Physical and Biological Sciences (including one Teaching Professor). The committee met weekly throughout the year.

CAP members found their service on CAP to be extremely rewarding, despite the heavy workload. Reading and discussing faculty files provide a fascinating glimpse at the outstanding work of our colleagues across the campus. We have been thoroughly impressed by their ground-breaking research and scholarship, dedicated and innovative teaching and mentoring, active service to the campus and professional communities, and their inspiring contributions to campus diversity goals.

On October 5, 2023, CAP voted to revert to the earlier practice of full recusal. CAP members vote at the department level and are recused from both the discussion and vote of their department files at the CAP level. Any CAP member can choose to be self-recused from any case. All CAP members sign the committee recusal policy.

CAP workload has continued to increase, and a substantial number of files were delayed beyond campus deadlines in moving from divisions to CAP. Files that did not reach CAP by the end of the academic year had to be carried over until next year. CAP members discussed possible strategies to address the heavy workload, including the suggestions made in the 2023 strategic plan, *Leading the Change.*[1] Next year CAP will continue these discussions.

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[1] UCSC Strategic Academic Plan 2023, Leading the Change: https://strategicplan.ucsc.edu

As always, CAP worked collaboratively with several other Senate committees on a range of issues affecting faculty personnel actions, including the Committee on Faculty Welfare and the Senate Executive Committee (the request for reinstatement of the original Special Salary Program and Joint Working Group[2]), the Committee on Teaching (Personnel Review Teaching Tables in the Blue platform), and Committee on Rules, Jurisdiction, and Elections (interpreting abstentions in personnel review[3]), and Committee on Diversity, Equity, and Inclusion (discussions of how best to recognize diversity, equity, and inclusion (DEI) contributions to research/scholarship, teaching/mentoring, and service). CAP co-chairs also met regularly with VPAA Herbie Lee and AVP Grace McClintock. CAP co-chairs met with CP/EVC Lori Kletzer, Chancellor Cindy Larive, and several deans as needed to discuss differences in evaluation of cases. The CAP co-chairs also met with SCFA leadership to discuss policy issues relevant to both SCFA and the Senate.

II.   How CAP's Recommendations Align with Administrative Decisions

Because it takes some time to calculate how CAP recommendations align with final decisions, an addendum to the CAP annual report with full personnel review statistics is usually submitted to the winter Senate Meeting in the following year. Full statistics for 2023-24 will be submitted in winter 2025.

Considering the data from 2022-23, submitted in an addendum report in 2024[4], CAP's agreements with the administrative decisions are summarized in the following table:

CAP Recommendations Alignment with Rank/Step Decisions for 2022-23

	EVC authority	Chancellor authority	Dean authority	TOTAL
Rank/Step Agreements with CAP	96	16	86	198
CAP above Decision	14	2	1	17
CAP below Decision	2	1	0	3
TOTAL	112	19	87	218
% Agree	0.86	0.84	0.99	**0.91**

Excluding appointments and retention actions, this table shows that for 2022-23, CAP

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[2] Senate Chair Gallagher to Chancellor Larive and CP/EVC Kletzer, 1/29/24, Re: Concurrence Letter of Support for the Reinstatement of Special Salary Program (SSP) and Joint Working Group

CAP Co-Chairs Callanan and Gillman and CFW Chair Sher to Chancellor Larive and CP/EVC Kletzer, 12/07/23, Re: UCSC Faculty Salary Competitiveness and the Special Salary Practice

[3] CAP Co-Chairs Callanan and Gillman and CRJE Chair Pasotti to Deans, Department Chairs, and Department Managers, 4/24/24, Re: Interpreting Abstentions in Personnel Review

[4] Committee on Academic Personnel, Annual Report Addendum, 2022-23: https://senate.ucsc.edu/committees/cap-committee-on-academic-personnel/cap-annual-reports-folder/cap_annualreport_addendum_2022-23_scp2087.pdf

recommendations agreed with the deciding authority on rank and step in roughly 91% of the cases. In terms of salary decisions, however, CAP recommendations agreed with the deciding authority in approximately 78% of the cases reviewed; when there was disagreement, the CAP salary recommendation was higher than the final decision in more than 90% of the cases.

While the full data regarding 2023-24 cases will not be available until the end of fall quarter 2024, our preliminary records show that there were 38 cases on which the CP/EVC consulted the CAP co-chairs because of initial disagreement with CAP's recommendation. Approximately 16% of those cases were Merit to Associate Step IV, which we discuss in the next section of this report. Of the 38 cases discussed, only 3 involved disagreements about rank and step, all the rest concerned salary. Compared to CAP's recommendations, 84% of the final decisions were lower in salary, 3% were higher in salary, and 13% were changed after discussion to match CAP's recommendation.

III.   Major Policy Issues Discussed by CAP

CAP continued discussions about time-sensitive issues, including: promotions from Associate Professor 3 to 4 in the context of campus policy on barrier steps; recommendations for A1 and beyond; incorporation of DEI and community engagement in the personnel process; new practices on COVID-impact statements by faculty members and departments; and a few other issues.

A. Associate Professor Step III to IV

A recurring problem with merit cases moving from Associate Professor Step III to Step IV has become more apparent this year. Associate Step IV (along with Assistant Professor V, Professor V and Professor IX) is a "barrier step" that requires a review which extends back to the previous promotion, the last major action in the career. As such, campus policy[5] limits salary increases for faculty already at Associate Step IV to a maximum of a ⅔ step equivalent. However, CAP has flagged the problem that the administration interprets this campus salary limit as also applying to faculty currently at the rank of Associate Professor Step III, when moving to Associate Professor, Step IV. Throughout this academic year, there were several cases with recommendations from departments, deans, and CAP for advancements to Associate Professor IV with salary increases equivalent to an additional step or more, based on outstanding records of research/scholarship, teaching/mentoring, and service. But in each of these cases, notwithstanding the level of agreement or degree of unanimity in the recommendations, the final decision was always for no more than a G2 advancement (⅔ of a step beyond Step IV), in accordance with the administration's interpretation of current campus policy. As such, campus policy, the official administrative interpretation of CAPM regulations, appears to be out of step with the interpretation of policy and developing practice at the various lower levels of review. At the end of June 2024, CAP and the administration were still consulting on proposed modifications for promotions to Associate Professor, with as-yet no solution to this particular problem. We continue to work with the administration on a compromise solution to this problem before the beginning of the 2024-25 personnel cycle season.

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[5] CP/EVC Kletzer and CAP Chair Westerkamp, 10/04/19, Re: Annual Memo on Academic Advancement - 2019: https://apo.ucsc.edu/news-events/campus_memos/10-04-19-provost-evc-cap.html

B. Beyond A1

As part of the Special Salary Practice (SSP), our campus has defined several possible types of advancement, up to A1 (acceleration with an additional ⅓ step of salary). And yet, there have always been unusual cases where departments, deans, CAP, or the administration have recommended advancement beyond that of A1. The practice of recommending higher than A1 as part of the SSP is neither well-known nor well-understood on campus and should be more explicitly communicated to faculty and departments. A1 advancement is the highest level explicitly covered by campus guidance on the SSP. In the 2022 CP/EVC and CAP Annual Memo on Academic Advancement, the guidance describes A1 advancement as something appropriate in "rare and exceptional circumstances".[6]

The fact that we see recommendations beyond A1 suggests that the 2022 CAP/EVC Annual Memo on the "exceptional" status of A1 appears to be out of step with developing practice. However, in cases where recommendations or decisions go beyond A1, following the rationale used to justify A1, G2, and G1, any recommendation beyond A1 would need to be justified with clear evidence of work that is "beyond outstanding" in more than one area. Since there is no written guidance on how precisely to evaluate anything beyond A1 and reach a recommendation, any such decision comes with unusual difficulty. CAP sees better campus communication as the preliminary solution until the expectations and standards for (rare but possible) recommendations beyond A1 have been fully memorialized in the annual CAP-EVC memo.

C. Diversity, Equity, and Inclusion Contributions in Personnel Review

CAP continues to work on clarifying how contributions to Diversity, Equity, and Inclusion (DEI) goals are incorporated into, and distributed among, the areas of personnel review. Faculty statements and department letters generally follow two routes: either they address DEI separately in each relevant area or they include a separate DEI paragraph. Either way is appropriate. Increasingly, however, CAP is seeing a pattern in this year's cases of letters that recognize DEI (and community engagement as well) in the overlap among scholarship, teaching, and service. Given that the total impact may be diluted or less visible when confining DEI to the relevant categories of the review process, CAP will continue to monitor best strategies for presentation and assessment. After some discussion with the chair of CODEI and the campus Senate Equity Advocate, one practice that CAP has been more mindful about this past year is to explicitly include DEI contributions in the summary recommendation paragraph of CAP letters in cases where DEI has been a significant part of the justification for evaluating work as beyond expectations. In this regard, CAP's thinking intersects with one of the DEI goals identified in the 2023 strategic plan, *Leading the Change*: "The need to align personnel review with campus's shifting mission, including rethinking or broadening the "buckets" of teaching, scholarship and service that impact the review process" (p. 25). Some areas for exploration are: how teaching inclusivity is multiply documented, assessed, and recognized; how to provide examples of invisible labor in how DEI shapes teaching-mentoring; consider adding "contributions to DEI" as a standalone fourth category in faculty review. (We note that

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[6] CP/EVC Kletzer and CAP Chair Profumo to Senate Faculty, 9/23/22, Re: Annual CAP-CP/EVC Memo on Academic Advancement - 2022: https://apo.ucsc.edu/news-events/campus_memos/09-23-22-cpevc-cap-annual-memo.html

this last suggestion would go beyond the jurisdiction of our campus and require a UC-wide decision.)

D. Community Engagement in Personnel Review

What have we learned from this year's systematic incorporation of community-engaged work in CAP's recommendations? Using the 2022-23 guidelines,[7] we aimed to address all aspects of community-engaged scholarship, from advice on how faculty should incorporate their work as engaged scholars in the file, including the bio-bib and personal statement, to guidelines for departments on how to solicit external reviewers. Questions similar to those related to DEI have emerged specifically about where/how to give credit for community-engaged work, how to balance the individual areas of research/scholarship, teaching/mentoring, and service with the final, overall recommendation. CAP's practice to date is to value community-engaged *work* as a hybrid of scholarship, teaching, and/or service. This means *scholarship* in the sense that the translation of knowledge into terms that are accessible to the wider public and government policymakers is part of the academic enterprise, especially at a public university that explicitly acknowledges the significance in personnel review of institutional participation in the ongoing public dialogue on pressing social issues. CAP takes guidance on how public-facing, community-engaged scholarship connects with both teaching and service from an April 2017 UC Office of the President memo, "The Pursuit of Collective Excellence in Research": "[a]lthough research is typically evaluated separately from teaching and service, these three elements of UC's mission are, in fact, interdependent and can be synergistic...."[8] In other words, instead of evaluating faculty performance separately in these three categories, research/scholarship, teaching/mentoring and service should be seen as integrally interwoven, particularly for faculty engaged in public-facing research and public service.

E. Teaching Professors

CAP supported the systemwide renaming of the Lecturer with Security of Employment series to Professor of Teaching series (APM 285), now official UC policy. As a reminder, the working title of Teaching Professor remains policy on this campus. CAP also opined on the critical issue of extending Bylaw-55 rights to our Teaching Professor colleagues, which stubbornly continues to be handled very differently across different departments and UC campuses. As Teaching Professors increase in numbers across our campus, it has become more apparent that UCSC personnel policies need to be systematically regularized in alignment with the consolidation of this critical group of Senate faculty. To that end, CAP updated its tips for faculty and department chairs to provide parallel information (as well as acknowledge differences) about the personnel process for faculty in the Teaching Professor series as compared to faculty in the Professor series. CAP notes that there remain key CAPM documents that need to be updated, including those governing service on Divisional CAP (DivCAP) committees and Ad Hoc committees for personnel actions. CAP feels strongly that Teaching Professors should be given an equal opportunity to serve on these committees.

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[7] CP/EVC Kletzer and CAP Co-Chairs Callanan and Gillman to Senate Faculty, Deans, Department Chairs, 8/11/23, Re: Campus Expectations for Assessing Community-Engaged Scholarship in Academic Personnel Reviews: https://apo.ucsc.edu/news-events/campus_memos/08-11-23-cap-cpevc-community-engaged-scholarship.html

[8] The Pursuit of Collective Excellence in Research at the University of California, April 16, 2017: https://senate.ucsc.edu/committees/cap-committee-on-academic-personnel/collective-excellence......final.pdf

For DivCAPs where a large part of the workload is related to the personnel processes of Unit-18 lecturers, Teaching Professors are likely to be especially valuable additions to the committees. CAP advocates for an overall, comprehensive campus approach to updating aspects of policy to reflect the changing composition of Senate membership, rather than a piecemeal process. APO has taken the lead on that project, and CAP will provide advice as needed.

F. Variation in Departmental Teaching Load

CAP has noted the continuing problem that departmental expectations about teaching loads vary significantly across divisions, and sometimes even across departments within the same division. Taking seriously our role of considering equity in the review process, this inequity often raises questions, for example about how to evaluate what counts as "above expectations" in research for faculty who spend exceedingly different numbers of hours on teaching. One strategy that might be helpful is to ask departments to include, in all personnel actions, clear statements about their work-load expectations for teaching and mentoring. Even with this information, however, the persistent problem of inequity is one with which CAP will continue to grapple in the future.

G. Teaching Tables

Following the campus approval of revisions of the Student Experiences of Teaching Surveys (SETS), as well as the transition to the new SETS platform (Blue), CAP has continued to consult with COT on issues relevant to SETS. We note that there have been some difficulties in the implementation of "automated" teaching tables, despite that having been one of the criteria by which Blue was chosen as the campus platform. ITS staff have worked hard to simplify the process and have offered to help train department and division staff on the most effective way to download teaching tables for personnel actions.

H. Continuing COVID Impacts in Personnel Review

The campus officially extended the 2021-22 policy on COVID impacts, recognizing that the impacts of the pandemic on faculty research and scholarship may continue for several years. Faculty are encouraged to submit a COVID impact statement if relevant to their case. While departmental statements were helpful early in the pandemic, they are now much less useful and should be eliminated. Instead, department letters should address continuing COVID impacts case by case as appropriate.

I. Abstentions in Personnel Review

CAP was asked to consult with CRJE and to help clarify Bylaw 55 with regard to policies relevant to abstentions. Our joint memo[9] clarified that Senate faculty have the right to abstain on personnel votes and cannot be asked to explain abstentions. Further, abstentions are recognized as neither positive nor negative and should not be counted when interpreting votes as recommendations. That is, recommendations are based solely on the tally of yes and no votes.

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[9] CAP Co-Chairs Callanan and Gillman and CRJE Chair Pasotti to Divisional Deans, Department Chairs, Department Managers, 4/24/24, Re: Interpreting Abstentions in Personnel Review

IV.   CAP Advice for Personnel Review

Department letters are pivotal for all reviews. Letters should include the following information: the dates of the review; the kind of review; the department vote and, where known, an explanation of any "no" votes; the service, teaching/mentoring, and research/scholarship expectations; the achievements accomplished relative to expectations; a brief, non-specialist explanation of the topic of and approach to the teaching/mentoring and the research/scholarship. The most effective department letters explain the significance of the venues of publication (journals, conferences, book publishers, etc.) and/or exhibition, performance, or screening (museums, theaters, festivals, etc.). Community-engaged scholars and artists frequently address some of their work to specific, local communities or to national or international venues. For faculty who are engaged in community-engaged research/scholarship, the department letter should explain the community addressed by the research and their particular venues (e.g., a local school, a small-town museum, an archive of any kind, a news site of any size or coverage, policymakers in a particular field, etc.). It is important for the department to articulate the evidence-based specifics for the relevant disciplines (e.g., the importance of conference publications relative to book publication, the kinds of conference publications in the field, the protocols and timelines of publication and peer review).

Each year, CAP reminds departments that work submitted in any given review cannot be counted again in later reviews, except when that later review is a career review (mid-career review, tenure review, promotion to Professor, advancement to Step VI, or advancement to Above Scale). We strongly recommend, therefore, that work-in-progress *not* be submitted for a regular merit review (a review that is not a career review) and, instead, simply be held back for the next review. The exception is for books in progress, where policy encourages faculty in text-based disciplines to include evidence of progress on a project that will take multiple review periods to complete; this evidence can include chapter drafts of a book-length work in progress. Despite CAP's yearly reminder, there are still faculty and departments continuing to submit work-in-progress. This practice makes it difficult to count the work accomplished in a given review period and can also jeopardize a full accounting in future reviews when the completed work is submitted.

All department letters and personal statements should be as clear as possible about the work accomplished during a given review period. To document research/scholarship, teaching/mentoring, and service, department letters and statements should include abbreviated counts of number of courses taught, number of doctoral students graduated, number of journal articles published, number of keynote addresses given, number of Senate committees served, length and type of service provided (e.g., 3 years department chair), professional organizations, granting agencies, and publishers served and in what capacity (e.g., served for 2 years as member, editor-in-chief), etc. It is not helpful to repeat the details of each of these components in the letter (e.g., journal titles, names of conferences) given that these are readily available in the biobib, although highlighting particularly important contributions is welcome. For many, the difficult circumstances of the last few years have made it hard to advance creative and scholarly work. CAP encourages candidates to submit abbreviated COVID-impact statements as needed to explain their accomplishment-relative-to-opportunity. For service expectations, see the guidance provided in the 2021-22 Annual Report.

CAP renews the strong suggestion, made repeatedly in our Top Tips for faculty and department

chairs, that personal statements and departmental letters not exceed 5 pages in length, unless absolutely necessary. For simple merit actions, 3 pages is preferred. Extremely long personal statements defeat the twin purpose of summarizing the major accomplishments of the review period and justifying the reasons for the departmental recommendation. Moving forward, CAP recommends that deans consider sending these files back to give candidates or departments an opportunity to revise excessively long personal statements or department letters.

Recommendations to Facilitate the Review of Files

The Recommendations to Facilitate the Review of Files[10] is a list of CAP recommendations for file preparation, which includes information on service expectations, file composition, justification for appointment and retention salaries, expectations for external reviewers, and Teaching Professor expectations. The document may be found on the CAP page of the Academic Senate website. Additional tips and recommendations may also be found on the CAP webpage[11]:
- 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)

V.   Acknowledgments

The academic personnel review process depends on the collective work of many hands. We acknowledge AVP Grace McClintock, Academic Advancement Manager Ibukun Bloom, 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. 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 wish to note the successful collaborations with the Committees on Teaching (COT), Faculty Welfare (CFW), Diversity, Equity, and Inclusion (CODEI), and Rules Jurisdiction and Elections (CRJE), as well as with the Senate Executive Committee (SEC). Our deepest appreciation goes to Jaden Silva-Espinoza, our Senate Analyst, for her dedication and support to the work of CAP. We also thank Senate Director Matthew Mednick and Executive Assistant Michele Chamberlin for their assistance.

We would also like to express our appreciation for the many collaborative interactions with the divisional leaders—Dean Alinder, Dean Gaensler, Dean Mitchell, Dean Parreñas Shimizu, and Dean Wolf—and with campus leadership—VPAA Lee and CP/EVC Kletzer, and Chancellor Larive.

We consider it a great privilege to have served on CAP during 2023-24, and are grateful to our colleagues and all those who play a part in the academic personnel review process.

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[10] CAP Recommendations to Facilitate the Review of Files, Spring 2021 https://senate.ucsc.edu/committees/cap-committee-on-academic-personnel/cap_recstofacilitatereviewoffiles_082021.pdf

[11] Committee on Academic Personnel Senate Webpage: https://senate.ucsc.edu/committees/cap-committee-on-academic-personnel/index.html

Respectfully submitted,

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August 31, 2024

COMMITTEE ON ADMISSIONS AND FINANCIAL AID
Annual Report 2023-24

To the Academic Senate, Santa Cruz Division

The Committee on Admissions and Financial Aid (CAFA) continued its annual work evaluating the outcomes of the prior admissions cycle and adapting to changing circumstances in shaping the class entering in fall 2023 and planning ahead for new modes of application evaluation for the 2024 cohort. As always, we worked closely with Undergraduate Education (UE), Enrollment Management (EM), and Undergraduate Admissions (UA), whose energy and creativity provided us with both information and options for setting policy.

I.   WORK OF CAFA IN 2023-24

A. Changes in policy and practice

1. *Frosh Selection and Merit Award Principles*.

CAFA made revisions to the document describing CAFA's overarching goals, selection principles, and processes. In particular, several edits were made to the section describing CAFA's broad goals, including a list of collective interests that we serve. To this list, CAFA added an important but previously unmentioned goal: "the enrollment of students who are likely to be successful at UC Santa Cruz." Other edits were organizational or clarifying. For example, "UCSC's institutional interest in our continuing success as a Hispanic-Serving Institution (HSI) and Asian American Native American Pacific Islander-Serving Institution (AANAPISI)" was previously a separate item in the list, which could be interpreted as suggesting that HSI and AANAPISI status are goals in themselves. CAFA's edits put these goals (and others) in context by emphasizing their role in supporting our collective interest in having a student body representative of the state.

2. *Holistic Review Scoring Rubric*.

For the past three admissions cycles, the rubric used by readers to score applicants required that a separate score be assigned to each of 7 categories: the applicant's "academic success within context" based on their high school transcript, and six "non-cognitive variables" based on their activities and personal insight questions. This rubric was developed by CAFA in spring 2022 after the UC adopted a test-free admissions policy and was first implemented for the fall 2022 cohort. This year, CAFA and the Data Sub-Committee used data on students admitted under this rubric to assess the value of the disaggregated scoring for achieving CAFA's admissions goals. CAFA worked closely with Undergraduate Admissions to understand some drawbacks of the approach, including the inability to consider specific academic achievements in the context of extracurricular activities and also to contextualize their extracurricular achievements. The multiple score approach is also time consuming. After extensive deliberations, CAFA decided to reinstate a more holistic scoring rubric. Specifically:

a) Rather than assigning separate scores for academic achievement within context, application reviewers will weigh all factors and combine them into one holistic score. These factors include academic achievement within the applicant's local context as

well as involvement in leadership and extracurricular activities and/or demonstrated resilience in overcoming challenging personal circumstances.

b) Readers will continue to assign a special talents score indicating whether an applicant has special talents that makes them particularly suited to a field such as music, arts, athletics, and so on.

c) To reduce the impact of idiosyncratic differences across readers, CAFA requested an increase in the number of applications that receive two human reads. The number will be determined in collaboration with Undergraduate Admissions, and if possible, second reads will target marginal applications for which small differences in reader scoring is most likely to be decisive. This process will be analyzed and refined during the next cycle.

3. Selection.

CAFA's data sub-committee also performed analysis to better understand the role of the student success index in the selection process. In recent years, the selection process has employed an index constructed by Institutional Research, Analytics, & Planning Support (IRAPS) using machine learning to predict student success. This index incorporated multiple measures of applicant's academic achievement within the context of their high schools. CAFA determined that it would be preferable in the future to construct two separate indices: one with the contextual metrics and one using only absolute (not contextual) metrics. This will give CAFA more flexibility in selection and help to identify applicants who may have good records within their local context but may nevertheless require extra support to succeed at UC Santa Cruz.

B. Subcommittee Efforts

1. Appeals Subcommittee

The Appeals Subcommittee continued to meet occasionally throughout the year to consider cases of cancellations of admission offers from the prior cycle and provide input into the appeals policy. The appeals policy was modified this year to ensure students who have completed their matriculation term have one more level of due process. This includes a referral to Campus Conduct in the event the Cancellation Appeals Review Committee denies an appeal of such a student.

2. Data Subcommittee

The Data Subcommittee (DSC) met regularly with staff from Enrollment Management, Undergraduate Admissions, and IRAPS in order to design selection criteria for each stage of admission offers (early, regular, and waitlist). This was the third year that IRAPS participated regularly in the work of the DSC, and they have provided extremely valuable support as CAFA continued to study and modify its screening procedures to adapt to changes in the admissions environment.

This year, the need to limit enrollments to the Computer Science (CS) majors again necessitated the use of separate selection criteria for CS applicants. The work of the DSC benefited greatly from the participation of a CAFA member representing CS.

The DSC presented several admission scenarios – including alternative options for CS majors – to the full CAFA for selection and approval.

C. Correspondence

CAFA's correspondence is summarized here very briefly; the interested reader should consult the formal correspondence for a more nuanced and more accurate representation.

1. Systemwide Senate Review of Area H/Ethnic Studies.

CAFA participated in a second systemwide review of proposed Senate Regulation 424.A.3 (Area H). The committee was not unanimous in any opinion but instead expressed a wide range of levels of support and concerns. Some members viewed Ethnic Studies as an important requirement, on par with the current A-G requirements; others viewed it as inessential to students' preparation for UC. Members also raised concerns about the costs and unintended consequences of a new requirement, especially for under-resourced schools. Some argued that a "non-additive" Area H requirement risks eroding the quality of existing A-G courses – particularly in Areas C (Mathematics) and D (Science) – and questioned the capacity of UCOP's articulation staff to ensure quality across A-G courses when modified to satisfy Area H.

2. Computer Science and Engineering Enrollment Management Plan.

CAFA expressed its full support for the proposal by Computer Science and Engineering (CSE) to further limit undergraduate enrollments in the CS majors as a short-run solution to the problems posed by the tremendous growth in demand for CSE's undergraduate programs. However, CAFA believes that those problems would be better addressed in the long-run by: (1) shifting resources to majors that are in high demand, as well as majors that have high teaching loads due to service courses; (2) considering enrollment management at the division or department level as a normal process rather than an anomaly.

3. Classroom Modalities.

CAFA provided several comments on the preliminary report of UCSC's Classrooms and Modalities Advisory Committee.

II.   ISSUES FOR THE NEAR FUTURE

A. Frosh Selection and Merit Award Principles.

CAFA should update the "Process" section of this document to ensure consistency with the recent revisions to the *Holistic Review Scoring Rubric* (described above).

B. Area H/Ethnic Studies and Area C/Data Science

Over the past three years, CAFA has played an active role in discussions regarding two proposals related to the A-G course requirements that determine eligibility for admission to a UC: (1) Area H, (2) Area C.

1. Area H

As noted above, CAFA participated in a second systemwide review of proposed Senate Regulation 424.A.3 (Area H/Ethnic Studies). The final determination will be made by the

Board of Regents. Approval of Area H would have implications for CAFA's work, including the possibility that many non-resident applicants and some California applicants may not have had access to Area H-approved Ethnic Studies courses. CAFA should maintain awareness of developments through updates from Enrollment Management, Undergraduate Admissions, and the faculty Board of Admissions and Relations with Schools (BOARS) representative.

2. Area C

In fall of 2023, a Workgroup on Mathematics (Area C) Preparation was convened by BOARS to review the criteria for advanced mathematics courses to validate advanced algebra (Algebra II/Mathematics III). The workgroup was formed in response to widespread concerns, voiced by STEM faculty and campus admissions committees, that a growing number of courses in data science and statistics had been approved by UCOP as "advanced math" – and therefore able to "validate" advanced algebra – despite covering little to none of the required content. In June 2024, BOARS issued policy guidance following the workgroup's recommendations, which include an end to the practice of allowing courses in statistics and data science to validate advanced algebra. CAFA should maintain awareness of developments regarding implementation of the recommended changes.

C. Admissions and Enrollment Management by Major

CAFA continued to discuss the challenges posed by ongoing trends in applicant demand that continue to widen the gap between the distribution of prospective students and the allocation of resources across majors, departments and divisions. CAFA met with stakeholders including Humanities Divisional Leadership who shared their concerns about declining enrollments in humanities and also heard from others about the desire to maintain intellectual diversity and sufficient enrollment to support a wide variety of offerings. At the same time, CAFA shared its insights on the risks of failing to allocate more resources to majors that are in high demand – which include risks to our campus rankings, student success, and future enrollments. CAFA also learned through discussions with Undergraduate Admissions staff that UC Santa Cruz is the only UC campus that does not manage admissions separately by major or division beyond Computer Science.

CAFA should continue to encourage campus-wide discussions on alternatives to the impaction process (see *Computer Science and Engineering Enrollment Management Plan"* above) – in order to improve enrollment management across divisions and majors. CAFA should support and collaborate with Enrollment Management and Undergraduate Admissions in their efforts to collect data that could inform changes to current practice. Consistent with CAFA's comments on the *Computer Science and Engineering Enrollment Management Plan*, CAFA should strive to support a range of strategies that will help to align enrollment with what the campus offers – while working to increase capacity to match applicant demand for the longer term.

D. International Student Conversion Rate

After four years of steady decline in international student enrollments, this year's Statement of Intent to Register's (SIR's) were up to roughly what they were in fall 2020. The increase

was due largely to the use of greater flexibility in the application of Compare Favorably, allowing us to admit a larger number of international applicants rather than using the waitlist. However, an unusually large number of these students qualified for California residency upon enrollment, with the "conversion rate" from admission international status to international NRT status falling to only 65% in 2024 (from 93% in 2019). As Enrollment Management seeks to understand the factors contributing to this pattern, CAFA should maintain awareness of the issues and consider how they may impact the admissions process for non-resident applicants.

III. Admissions Fall 2024 and Winter 2025 Cohorts and Financial Aid for Aid Year 2023-2024

A. Admissions[1]

A brief summary of UC Santa Cruz admissions outcome data provided by the Division of Undergraduate Education's Office of Enrollment Management is outlined below. Admissions is dynamic, and data, such as residency or enrollment estimates, may change.

UC Santa Cruz received 83,819 fall 2024 applications. Frosh applications totaled 71,696 (CA = 57,501, out of state = 7,782, and international = 6,413) and transfer applications totaled 12,123 (CA = 11,133, out of state = 392, and international = 598). As with last year, the campus was open for winter transfer applications in selected majors. The campus opened again for winter 2025, transfer students only. The campus received 518 applications for winter 2025 as of August 2, 2024; last winter there were 452 on the same date. The campus relies heavily on this pool to maximize opportunities to achieve the state mandate to enroll one new California transfer student for every two new California first-year students, commonly referred to as 2:1. The Jack Baskin School of Engineering and in the Division of Physical and Biological Sciences continue to open many majors for winter.

UC Santa Cruz admitted 47,307 frosh for fall 2024 & winter 2025, including 35,729 California, 6,335 out of state and 5,243 international. The frosh admission rate was 66.0%. The average high school GPA of admitted frosh was 4.01 (on a 4.4 weighted scale), same as fall 2023. Waitlist strategies were utilized to manage enrollment outcomes within an ever-changing environment. The established Computer Science capacity constraints were met. The aforementioned frosh admit number includes 301 alternate offers for winter 2025 to ensure maximum access and to address capacity constraints.

UC Santa Cruz admitted 7,807 lower division and upper division transfer students, including 7,339 California, 105 out of state and 363 international. The admission rate for all transfers was 64.4%. The total number of admits increased by 7.7% and California admits increased by 8.6% from last year. In an effort to maximize transfer access for students meeting the UC Regulation 476, all advanced standing pathways (lower and upper division) were opened. Lower division freshman level applicants who met freshman standing requirements and demonstrated ability to be successful were admitted. Lower division sophomore transfer applicants with fewer than 60 credits met freshman standing

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[1] Data from UCSC Data Warehouse (InfoView- AIS-Daily) and IRAPS Internal Admissions Dashboard and SIR & Melt Tracking Dashboards. Counts are gross final numbers.

requirements and completed math, English, two breadth areas and started major preparation, if required, were admitted, unless they were proposed computer science majors. Lower division sophomore transfer applicants with more than 60 credits who met the same course requirements and (where applicable) major preparation requirements as upper division transfer students, but had fewer than 90 units for transfer, were admitted. All upper division transfers who met major UC requirements and major preparation, if needed, were admitted, with the exception of computer science, which is impacted. Eligible students not admitted to computer science or their screening major due to lack of major preparation, were offered their alternate major or a non-screening major.

First-year fall 2024 Statements of Intent to Register (SIRs) total 5,566, including 4,880 California, 331 out of state and 355 international students. This reflects the SIR deadline extension to May 15th, 2024, due to the FAFSA delay, which is mentioned in the financial aid section below. California SIRs from students identifying as African American reached 5.2%, increasing from 4.8% in fall 2023; Hispanic/ Latino reached 30.3%, increasing from 28.4% in fall 2023. American Indian/ Alaskan Native reached 0.9%, same as fall 2023. First-year Winter 2025 SIRs (from fall 2024 alternate offers) total 36, all of whom are international students.

Transfer SIRs total 1,591, including 1,541 California, 14 out of state and 36 international students. California SIRs from students identifying as African American reached 5.5%, slightly decreasing from 5.8% in fall 2023; Hispanic/ Latino reached 30.0%, increasing from 28.3% in fall 2023; American Indian/ Alaskan Native reached 1.0%, slightly decreasing from 1.4% in fall 2023. Continued close collaboration among Admissions, EM, UE, CAFA, CEP, programs and the disciplinary divisions helped to maximize transfer admission offers to qualified transfer applicants. UC Santa Cruz expects to fall short of 2:1 this year, currently estimated at 2.8:1 for the academic year, compared to 3.4:1 last year.

B. Financial Aid and Scholarships

In 2023-24, the Division of Undergraduate Education's Financial Aid and Scholarships Office provided support to 13,537undergraduate students (77% of undergraduate population) and 1,968 graduate students (99.6% of graduate population). The types of aid provided included grants, scholarships, fellowships, loans and/or work-study assistance.

1. Award Program Updates

At a federal level, the primary impact to students remains with the Federal HEERF funding. After 3 separate rounds of funding since March 2021 (CARES, CRRSAA, and ARP), the campus has received a total of $44,692,560 for direct distribution to students as grant aid. As of June 2024, the campus has disbursed $44,692,560 (100%) of the funds to a total population of 13,506 undergraduate and graduate students.

At a state and institutional level, there have been many new programs introduced or implemented over the past calendar year or in the coming year.

2. Federal Policy Updates

FAFSA Simplification: The 2024-25 federal financial aid application and need analysis experienced the most significant changes in at least twenty-five years, largely as a result of the FAFSA Simplification Act.

- The application itself is changed, which introduced outreach and administrative challenges for colleges and universities, including a shortened filing period in its first year from January 1st. to March 2nd.
- The first preliminary awards were delayed until May 2nd. Prior to this, a new aid estimator was launched to provide students and families as much information as possible until preliminary awards could be made.
- Removal of the number of family members in college from the eligibility calculation.
- The possibility for an SAI (Student Aid Index formerly known as Expected Family contribution (EFC)) to be a negative number, with a minimum SAI of -$1,500 instead of zero.
- Key issues:
- Looking ahead to 2025-26 - Federal Student Aid bulletins have indicated the rollout will again be delayed.

3. University Policy Updates

Tuition Stability Plan: In July of 2021, the Board of Regents approved a multi-year tuition plan that includes different tuition levels by cohort. The entering cohort for Fall 2023 will be the third cohort with this tuition plan.

Debt Free UC: UC rolled out a model providing a debt free path for a subset of students in 2022-23 as a first step toward the Governor's goal of every undergraduate debt free by 2030, both through UC and State financial aid programs. (See MCS 2.0 below.) In 2023-24 phase two of this program will provide a debt free path to all new California students with a $0 Expected family Contribution (EFC) and continuing students who were debt free in the prior year. The estimated investment of $38M is expected to benefit nearly 15,000 UC students who will have a loan and/or work expectation (self-help) of $7,900.

Native American Opportunity Plan: Starting in fall 2022, the University of California provided $2.3M in financial aid to 211 students to ensure that in-state-systemwide mandatory tuition and fees are fully covered for California residents who are members of federally recognized Native American, American Indian and Alaska native Tribes.

Residence Determination Process Improvement: UCOP is continuing to work with campuses to implement an earlier residence determination process, letting students know before they need to accept an offer of admission if they are residents for tuition purposes.

4. State Policy Updates

The State of California has many expanded and new programs:

Middle Class Scholarship (MCS) 2.0: The Middle Class Scholarship Program is being expanded significantly.

- MCS funding for the 2021-222 academic year was $38M program serving 11,700 UC students
- The California Student Aid Commission (CSAC) estimated the program funding will grow to a $248M program serving 94,374 UC students in 2023-24.
- As of June 2023 UCSC had paid $12,914,760 in MCS awards for the 22-23 academic year to 6,635 students. Final figures are pending reconciliation in Sep 2023.
- Each award requires file exchanges with CSAC.
- Provides awards without regard to EFC, which significantly complicates coordination with federal student aid rules.

Other New or Expanded State Financial Aid Programs:
- NEW: Community College Cal Grant Entitlement Program
- NEW: One-time $15M in State emergency grants
- NEW: Dreamer Service Incentive Grant
- NEW: Augmented Cal Grants for student parents and former foster youth
- EXPANDED: Augmented MCS for former foster youth
- EXPANDED: Golden State Teachers Grant Program

B. Current Financial Aid Funding Model and Data

The UC Education Finance Model (EFM), which uses approximately 33% return-to-aid (RTA) from tuition and fees to support low income students, continues to be closely reviewed by the system-wide EFM committee. This model will be changing with cohort tuition, with subsequent increases to tuition levels having a 45% RTA. The University of California Office of the President (UCOP) EFM committee meets quarterly regarding issues that affect the determination of the Cost-of-Attendance and the cross-campus allocation of aid funds.

When tuition and campus fees are combined with other elements of the student budget, such as housing/dining and health care, the average cost for new UC Santa Cruz CA resident students living on campus in 2023-24 will be $41,283, the 4th highest in the system. Non-residents will have an additional $32,574 tuition charges, bringing the non-resident on-campus budget to $73,857. Under EFM, 2023-24 UC Santa Cruz undergraduates who qualify for need-based assistance must pay approximately the first $12,450 of their need from loan and/or work resources. Debt Free UC eligible students will have to pay approximately $7,900 from loan and/or work resources. After subtracting the loan/work expectation and the family contribution (from FAFSA/DREAM App data), grant aid can help pay the remainder of the total estimated total cost.

The Blue and Gold Opportunity Plan guarantees that students from families with incomes under $80,000 will receive enough gift aid (from all sources) to pay UC tuition and fees. Virtually all students in this category already receive enough gift aid to meet this commitment. However, under the Plan some students who would not normally receive gift aid (due to high asset equity) receive gift aid.

In 2022-23 the Financial Aid and Scholarship Office administered $298 million in financial assistance to about 77% of our undergraduates, as compared to $295 million / 77% in 2021-22. (See table)

2022-23 Source of Aid	Percent of Undergraduates	Aid Distributed	Average Award
Gift Aid (all sources)	63%	$ 222,573,237	$ 20,308
UCSC Scholarships*	14%	$10,096,464	$ 3,999
Federal Pell Grants*	34%	$ 32,934,876	$ 5,614
Student/Parent Loans	33%	$64,463,921	$11,096
Federal Work-Study	4%	$ 1,517,557	$ 2,156
MCS	37%	$12,914,760	$2,003
Cal Grant	35%	74,575,621	$12,357
* Included in gift aid			

Of the UC Santa Cruz students receiving bachelor's degrees in 2021-22, 43% of those who originally enrolled as first-year students borrowed student loans while attending. Those students have an average debt of $20,895. However, the debt can be as high as $57,500 on an individual basis, which is the federal cumulative maximum amount an undergraduate student may borrow. Nationally, 62% of seniors graduating in 2019 had student loan debt, with an average of $20,191 per borrower (https://ticas.org/our-work/student-debt/). National Data for students graduating in 2020-2021 and 2021-22 is not yet available.

Each year, the U.S. Department of Education calculates cohort default rates for loans by campus. The national 3-Year average was 2.3% for 2019 (per Dept. of Ed.). The rate for the campus has been exceptionally low in recent years.

UCSC Year	3-Year Draft Default Rate	3-Year Official Default Rate
2017	2.9%	2.9%
2018	2.9%	2.9%
2019	1.3%	1.3%

Campus undergraduate scholarship programs are administered by various campus departments as well as by the Financial Aid and Scholarship Office. Listed below are data for major scholarship programs administered by the Financial Aid and Scholarship Office:

2022-23 Scholarship Program	Recipients	Amount Received	Average Award
Regents Scholarships	176	$ 836,714	$4,754
Campus Merit Scholarships	167	$ 315,381	$1,889
Pister Leadership Opportunity Awards	25	$ 174,890	$6,996

While issues relating to financial aid are also in CAFA's purview, most issues are governed by state and federal law and Regential policy, so there is seldom any issue that comes before the committee, and there was none in this cycle. The Office of the President maintains numerous reports regarding student financial support on the following website:

https://www.universityofcalifornia.edu/infocenter

Respectfully submitted,

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August 31, 2024

COMMITTEE ON CAREER ADVISING
Annual Report, 2023-24

To: Academic Senate, Santa Cruz Division

Introduction

The Committee on Career Advising (CCA) met every other week throughout the academic year to conduct business regarding their charge to develop, implement, and evaluate mentoring activities that enhance the likelihood of faculty promotion and retention. The committee was fully staffed for winter quarter. CCA did not have a Physical and Biological Sciences representative in fall and spring quarters, but despite this, CCA had a productive year. A brief overview of the committee's notable work in 2023-24 is provided below, followed by suggestions for the 2024-25 AY committee.

I.   New Faculty Welcome Day (NFWD)

Jody Greene, Associate Campus Provost for Academic Success (ACPAS) and CCA Chair Kimberly Helmer hosted the New Faculty Welcome Day (NFWD) on Friday, September 22, 2023 at the UCSC Arboretum, Horticulture II.

Agenda items for the event included: Land Acknowledgement, Welcome and Introductions from the ACPAS, CCA Chair, Vice Chair of Academic Senate, Campus Provost and Executive Vice Chancellor Kletzer, Santa Cruz Faculty Association (SCFA) Executive Board Members, Welcome by Chancellor Larive, Faculty Equity Advocates, and "Getting Started with Your Research" roundtables by division. The event ended with an optional Happy Hour Reception co-hosted by the Office of the CP/EVC and CCA and included a mid-day Arboretum Tour.

The NFWD was very well attended and the informal feedback received from the attendees was very positive. Slides for the event were updated to include "Santa Cruz by the Numbers" with data about our students and new faculty. The Office of Research also reduced its presentation and simplified their slides to reduce overwhelm. As CCA partners with the Office of Research in the fall quarter, we believed that information would be better covered in that event. Additionally, since faculty would be meeting with Divisional Chairs and their research specialists, we believed that a shortened research presentation would be better as the divisional breakouts could be more focused on particular needs and questions.

The New Faculty Welcome Day event was preceded by the Teaching Academy, a workshop sponsored by the Teaching and Learning Center (TLC) during which new faculty spent two days being introduced to the instructional landscape at the University of California, Santa Cruz. Topics included research and evidence-based approaches to:

- Equity-minded teaching practices
- Active learning strategies for lectures and seminars
- Assignment and assessment design
- Resources for supporting students facing academic and personal challenges

- Supporting Student academic integrity
- Teaching with technology for in-person and online courses
- Working with TAs and other members of the teaching team
- Mentoring graduate students

II.   Faculty Mentorship Program

CCA oversees the Faculty Mentorship Program (FMP), in which new faculty are matched with volunteer faculty mentors outside of their departments or programs, but usually within their divisions based on research-teaching-service interests. CCA reached out to potential mentors in June of 2023 to confirm interest in participating and to gather information about mentors that was shared with prospective mentees. CCA found this more effective than soliciting mentors in early fall. To facilitate matches, CCA gathered information on mentor research and teaching interests, self-identified mentorship strengths, campus service experience, child-care/elder-care experience (a new category), and participation in networking groups. Mentees were invited to submit up to three mentor choices, which CCA used to facilitate the matching process. Most mentees who filled out the form were matched with one of their top two choices. Additionally, several potential mentors from Baskin Engineering (BE) volunteered in Fall, which was an area of need. CCA often has returning mentors from year to year. New faculty were given the option to opt into the FMP and not be automatically assigned a mentor (per past practice). Also, mentor-mentee assignments were sent to mentors and mentees before they were finalized to allow the mentors to weigh in on decisions.

During the 2023-24 academic year there were 59 new academic hires. Of these new faculty, 31 elected to be matched with a mentor, 23 did not reply, and 5 were hired after the matching had ceased. This year, CCA offered matching options to new faculty in both early fall and winter quarters, as there was concern that new faculty may have been overwhelmed in their first quarter and not have been able to respond to the FMP call. We will most likely continue to offer a winter match, but we did encounter some difficulties finding additional mentors. Five more winter mentee pairs were eventually matched.

This year CCA made several matches outside of a mentee's division based on personal experience or identity (e.g., Diversity Equity and Inclusion (DEI) issues). These matches were based on mentees' desire for this specific type of mentorship rather than, or in addition to, research, teaching, and service. Thus, CCA informally reached out to some mentors to inform them of these specific mentee needs or requests. CCA strongly suggests making this a part of the official process for next year. However, these specific requests proved challenging to accommodate as more and more faculty are requesting this sort of mentorship.

In fall, CCA contacted mentors and mentees about their initial meetings. The committee endeavored to make the relationship and expectations clear for both parties, though we need to consider additional approaches for making mentors show greater accountability. Mentors and mentees were encouraged to meet once per quarter to discuss research, teaching, and service. CCA also recommended FMP matches attend one FMP social or workshop together.

Whether or not they signed up to participate in the FMP, new faculty received invitations to CCA events. While returning FMP pairs continue to receive event invitations and CCA resources,

returning FMP pairs do not frequently participate in CCA events, which tend to offer similar content each year. In total, the 2023-24 program had 100 FMP pairs on the roster (new and returning).

III.   Social Events

Fall Social
On November 9, 2023 CCA held an in-person Meet & Greet at the University Center Rotunda and Levin Lanai for mentor-mentee pairs to meet one another and others. The event was attended by new faculty, experienced mentors, CCA Chair, and Analyst. Department Chairs of mentees were also invited to attend. One chair mentioned he appreciated the invite as it made him aware of CCA events and that he would then encourage his new faculty to attend. The event was primarily social with a brief welcome from the CCA Chair. CCA also invited a student classical guitarist to play during the reception in order to create an elegant but inviting atmosphere. CCA Chair also brought speakers and a playlist to play after the guitarist left in order to create a festive mood. Appetizers and beverages were provided by campus catering. CCA encouraged participants to attend even if their mentor/mentee could not. This extended invitation afforded new faculty to engage with other mentors and new faculty members. Approximately 20 people attended, including CCA Chair. Attendance was lower than expected based on RSVPs, which was most likely due to protest-related traffic and blockages that occurred on campus the same day. CCA spent approximately $1,500.00 on this event.

FMP Winter Social
On February 27th from 10:00 – 11:30, CCA and the Library co-hosted an in-person winter social held at McHenry Library's Digital Scholarship Commons. The event included information about research support, author services, teaching and course material support, and a tour of the TLC, Special Collections, and Archives. CCA provided a light breakfast. There was significant time for FMP participants to socialize and connect successfully. Approximately four FMP members attended as well as library staff and new faculty not in FMP. CCA was surprised by poor attendance as 29 people RSVP'd affirmatively. CCA recommends this event to be hybrid in the future to increase attendance. Greater consultation with the Library staff on the material covered may be helpful for future events – for example, the presentations to the full group could be shorter, allowing for more Q&A time on specific topics in smaller groups. In the future, this event could be included as part of TLC's Teaching Week. The social was facilitated by CCA member Chen Qian. CCA spent approximately $430.00 on this event.

Spring Social
Please see Section V for Spring Social discussion.

IV.   Quarterly Workshops

CCA hosted five workshops with our campus partners and invited guests during the academic year. These included: Campus Research Resources, Paths to Tenure (2), Writing Personnel Reviews, and Writing and Wellbeing Writing Retreat. New workshop programming will be discussed in Section V.

Workshop on Campus Research Resources

CCA and the Office of Research co-hosted a high-flex *Research Workshop* on Tuesday, December 12 from 2:30 – 4:30 pm, which included catered refreshments provided by CCA. The event was held in Humanities-2-Rm-259 and D-Ten simulcasted. Presenters from the Office of Research included: John B. MacMillan, Vice Chancellor for Research; Mark De Los Reyes Davis, Vice Chancellor, University Relations and President of the UC Santa Cruz Foundation. The goal of the workshop was to provide a bird's eye overview of the research landscape at UC Santa Cruz, including a brief presentation on the ecosystem of research support; how research is defined; and University Relations support for faculty. The workshop also included a Divisional faculty panel who discussed strategies for finding research resources and managing projects on campus and beyond. The faculty panel included: (Soc Sci) Barbara Rogoff, UC Santa Cruz Foundation Distinguished Professor, Psychology; (HUM) Mark Amengual, Associate Professor, Languages and Applied Linguistics and LAAL Dept. Chair; (PBSci) Roxanne S. Beltran, Assistant Professor, Ecology & Evolutionary Biology Department; (ARTS) Jennifer Parker, Professor, Art Department, founding Director of the OpenLab Collaborative Research Center; (BSOE) Marco Rolandi, Professor, Electrical and Computer Engineering; and Chen Qian, Computer Science and Engineering. Presentations and Panel Discussion were facilitated by Chair Helmer. The event was intended to serve as the first in a series of events supported by the Office of Research, but CCA did not confirm if other events occurred. Slides and a recording of the workshop were posted for those unable to attend to view asynchronously.

CCA recommends that if the event were to occur again in person that we require that presenter slides be provided prior to the event due to tight program timing. Additionally, as in the past, divisional research liaisons had been invited to the event. However, representatives had a meeting conflict and most could not attend. As there wasn't sufficient time for representatives to introduce themselves, their meeting conflict was a blessing in disguise. The research workshop continues to be a work in progress and CCA would like to further discuss how it can be improved, including better ways to include (or not) divisional research support. The faculty panel and in-person socializing were event highlights. CCA spent approximately $200.00 on this event.

Workshop on Preparing for Tenure
CCA partnered with Jody Greene, Associate Campus Provost for Academic Success (ACPAS), to host a *Path to Tenure Workshop* on Friday, March 8 from 2:30 – 4 pm, presented on Zoom. Other invited presenters included Herbie Lee, Vice Provost for Academic Affairs (VPAA), Committee on Academic Personnel (CAP) Chairs Maureen Callanan and Susan Gillman, a divisional faculty panel, and APO's Ibukun Bloom. The Faculty Panel included: (Arts) Amy Mihyang Ginther, Associate Professor, Performance, Play, & Design; (ARTS) Kyle Parry, Associate Professor, History of Art/Visual Culture; (PBSci) Pedro Morales-Almazan, Associate Teaching Professor, Mathematics; (Soc Sci) Cecilia Rivas, Associate Professor, Latin American & Latino Studies.

Moderator and CCA Member Fernando Leiva provided a brief introduction and welcome. ACPAS Greene gave an overview of the tenure process and who reviews personnel files. This year, as a first-time invite, VPAA Herbie Lee presented information on research and service expectations for tenure. CCA noted these presentations were rich in up-to-date information that was highly valuable. In the future, additional time should be allotted for this segment of the workshop. CAP Co-Chairs Maureen Callanan and Susan Gillman, made recommendations on effectively presenting faculty work in Personal Statements. Senior Analyst Ibukun Bloom briefly introduced the role of the Academic Personnel Office (APO) in the tenure review process. Faculty panelists

discussed their experience with the tenure process and gave advice. As usual, participant questions were solicited prior to the event and also taken during the workshop. Questions from attendees included:

- As a teaching professor, I'd like more details on how my research and service will be evaluated. Also, what metrics will be used to evaluate my teaching?

Overall, the format of the event was very successful and well attended with 38 participants. To improve the event, CCA recommends that attendees be advised to join the Zoom workshop promptly. Members also felt the introduction script could be shortened to save time. CCA also agreed that the inclusion of Herbie Lee should continue. It was agreed that including a Teaching Professor on the faculty panel (a first) to be a good addition that should be continued. CCA continues to be mindful of supporting and including all senate faculty appointments.

Workshop on Preparing for First Personnel Reviews
On Zoom, CCA and ACPAS Jody Greene co-hosted *Preparing for Your First Personnel Review* on Tuesday, May 23rd from 9:50 – 11:20 am. Moderator and CCA Member Karolina Karlic provided a brief introduction and welcome. Jody Greene's presentation included: the stages of the personnel process; how to use the personal statement to represent relevant activities; and strategies for documenting teaching. VPAA Herbie Lee presented expectations of the first-year review process; an overview of the Divisional Dean's authority; how to present research and demonstrate research progress; and how to include DEI items. CAP Co-Chairs Maureen Callanan and Susan Gillman included additional information on what is expected in the first review from disciplinary perspectives and other tips not explicitly stated in the APM. There was an extensive Q&A. APO Senior Analyst Ibukun Bloom was also available to answer questions. The workshop was dynamic and well attended with 38 participants. Again, the inclusion of VPAA Lee was a valuable addition and should continue to be invited to participate. Future workshops may consider giving Ibukun Bloom more time on the agenda.

2023-34 New Initiatives

CCA embarked on three new initiatives or programming this past academic year. These included: Teaching Professors' Path to Tenure/SOE;[1] a proposed service award/sabbatical; and a day-long Writing Retreat. Each of these will be discussed below:

2023-24 CCA Workshop: Teaching Professor's Path to Tenure/SOE
On May 15th from 3:00 – 4:30 pm, CCA and the TLC co-hosted the first Teaching Professor's Path to Tenure/SOE workshop. ACPAS Jody Greene and Robin Dunkin, TLC Faculty Director and Associate Teaching Professor of Ecology and Environmental Biology, provided a presentation on *The Path to SOE: Teaching, Professional Activities, the Personnel Review Process*, including strategizing the arc of the pre-SOE/tenure career. CAP Co-Chairs Maureen Callanan and Susan Gillman and APO Senior Analyst Ibukun Bloom were present for an extensive Q&A.

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[1] In response to Systemwide Senate Review Proposed Revisions to APM - 285, Lecturer with Security of Employment Series, CCA wrote, which was later ratified by Senate President Patty Gallagher in UCSC's response to the SOE name change, that terminology like SOE should be consistently removed in all instances and replaced with more appropriate professoriate naming practices. In this case, "tenure."

CCA and workshop presenters Drs. Greene and Dunkin agreed that the workshop was a success and that we should continue our collaboration. CCA will offer to do more of the messaging and Zoom coordinating next year as there was some confusion regarding who was "in charge" of promotion. Of note, in our post-event debrief, Jody Greene offered that a workshop on managing one's career more generally (for fun and societal impact) might be a useful future workshop and not to only focus on personnel review or promotion processes. Chair Helmer also agreed that this would be a great addition. We hope to follow up on this suggestion; perhaps a talk linked to the first fall social. Indeed, CCA has been considering that more programming be linked with our social events.

CCA FMP Spring Writing Retreat and Happy Hour
In lieu of the traditional end-of-the-year social, CCA decided to offer a writing retreat focused on wellbeing and writing in order to end the year more mindfully and jumpstart productive summer writing. In order to guarantee more faculty participation, CCA partnered with the Writing Fellows Programs (facilitated by [ARTS] Associate Professor Amy Mihyang Ginther) to host the FMP Spring Writing Retreat held Thursday, June 13 from 10:00 am – 3:30 pm at UCSC's Coastal Campus. Chair Helmer invited University of Arizona's writing and wellbeing scholars and authors, Susan Miller-Cochran and Stacey Cochran, to guide faculty in mindful writing practices, followed by a pizza lunch, independent writing, and happy hour at Venus Cocktail and Spirits (with CCA-provided appetizers). Eighteen faculty attended and it was a great opportunity to meet new faculty and venture off of the main campus, which had been the site of graduate student worker strikes and encampment. As part of the retreat, we also offered faculty the opportunity to participate in summer writing groups both in person and through electronic check-ins. Ten faculty members signed up for this opportunity facilitated by Chair Helmer.

Participants commented favorably regarding the day's event. It would be spectacular if we could continue this sort of programming. However, it was discouraging to see few FMP participants; a problem we encountered in our other in-person events. In order to understand low participation rates and CCA programming more generally, we created an end-of-the-year survey sent to FMP participants.

Due to budget constraints and last-minute fund requests, CCA had to scramble to secure funds outside of our Senate budget in order to pay for the event. As this was a new event, we had not completely understood the costs surrounding outside speakers, which we are now aware of and that CCA will plan for if/when we invite outside speakers. The budget shortfall made it apparent that discussions regarding funds and programming need to be done with Senate leadership prior to the following academic calendar year in order to mitigate last minute fund requests and insure that funds are available. We are including this note to assist future CCA Chairs regarding event planning. Partnering with other campus groups in order to mitigate costs for future programming might be a helpful strategy in the next academic year and moving forward. For example, the Office of Research might share catering costs if we do another in-person event. CCA spent approximately $625.33 on this event.

Proposed Service Impact Award & CCA Literature Review: BIPOC/Women in STEM/Academia Issues with Mentoring Overload, Defining the Problem
CCA members compiled a literature review to gain perspective on the issue of mentorship burden for BIPOC/Women in Science, Technology, Engineering, and Mathematics (STEM) and

Academia more generally. We found that Black, Indigenous, and people of color (BIPOC) women at the Associate Professor rank were most often taxed with service and mentorship responsibilities. The discussions surrounding our limited research prompted us to reach out to other campus leaders and Senate Committees, in particular the Committee on Diversity, Equity, and Inclusion (CODEI), to join our efforts to raise awareness and seek solutions around these service inequities prompted by the legitimate needs of faculty and students served. Indeed, Kim Lau, Senate Equity Advocate and former Senate President, saw our meeting agendas and asked to join our efforts.

In our consultation with Kim Lau, we found that CCA, Kim Lau, and CODEI had similar questions regarding campus leadership-organization and responsibility regarding BIPOC faculty support and initiatives. An organizational chart was requested from the Office for Diversity, Equity, and Inclusion to help clarify the DEI landscape, but it has yet to be delivered. We understand that several initiatives are being undertaken through academic and administrative divisions yet it remains unclear what exactly is being done and under whose authority. We seek greater clarity and greater coordination regarding DEI efforts so that our common goals can be better articulated and accomplished.

As many of our common questions remain out of our direct control, in our meeting, we decided to create a new service initiative: a proposed service award, tentatively titled, The Service Impact Award. The recipient of the award would receive a one-year sabbatical from service obligations. As many women in our literature review had been languishing at the associate professor rank, in part due to service overload, we are hopeful that this award could assist those who persist at the associate rank yet do valuable, often invisible, service work that goes unrewarded. The service sabbatical would afford these professors the time to work on research and research-related writing that has been neglected. The award would "protect" recipients from taking on service obligations so that they can focus on their own projects as well as highlight their valuable contributions more visibly to campus and in the personnel process.

Through email correspondence with CODEI Chair Arredondo, we proposed a CCA-CODEI-Senate Equity Advocate collaboration around this new award, which CODEI enthusiastically supported. CCA then began to draft the award description, rationale, and reward criteria. We used these criteria as the organizing design for the Google Form application. We then shared this draft with Kim Lau for comment and we will then share it with CODEI Chair Arredondo. Kim Lau appreciated and enthusiastically liked our framing criteria. Our goal would be to roll out this new award during the start of the 2025 spring quarter with awards for the following 2025-26 academic year.

However, during the process of creating the aforementioned criteria and description, the committee realized that we still have more questions to discuss or iron out, which include: When the award recipient goes on "service sabbatical," who would take up their service work? Would the service sabbatical unfairly impact small departments? How many awards should be awarded each year: one or more per division? Should the award criteria favor BIPOC (women) professors, Associate Professor/Associate Teaching Professor ranks? Ironing out these concerns and creating the award will be a priority for CCA in the upcoming year.

Communication Strategies & Program Feedback

In the winter and spring quarters, CCA emailed FMP members and new faculty to inform them on upcoming events for new faculty, mentees, and mentors. Chair Helmer helped to revise email communications for greater clarity and welcoming tone. She also attempted to follow up on all CCA communications in order to demonstrate heightened attention and support. She also attempted to thank all participating mentors and mentees personally in order to foster a FMP community ethos.

At the end of the spring quarter, CCA reached out to mentees and mentors with a detailed feedback survey. Results will be reviewed by the incoming committee with a hope to improve the FMP program and events agenda.

V.   FMP Mentorship Documentation

CCA advised mentors to document mentorship for their personnel files. In previous practice, mentors were to request a formal letter from CCA which required input from mentees. Letters were infrequently requested, and CCA members were concerned that this important service work was not sufficiently acknowledged. CCA now recommends that mentors include information about FMP service in two places in merit review materials: in the biobibliography and in the personal statement. It may be a good idea to consult with CAP and Herbie Lee on this matter of best documentation. Formal letters may incentivize greater mentor contact with mentees, a concern raised by a member of Baskin Engineering: that mentors were not following through with their mentorship responsibilities.

VI.   Senate Reviews (non-routine work)

Systemwide
- CCA to Academic Senate Chair (ASC) Gallagher re Systemwide Senate Review Proposed Revisions to APM - 285, Lecturer with Security of Employment Series_031324
- CCA to ASC Gallagher re Systemwide Senate Review of Proposed Revisions to Senate Bylaw 55_113023

Divisional
- CCA to ASC Gallagher re UC Santa Cruz Implementing Procedures for UC's Abusive Conduct in the Workplace Polic_012324

VII.   Overall lessons from 2023-24

- The value of online and in-person events needs constant attention as conditions evolve. Attendance at Zoom workshops was as good or better than pre-pandemic in-person workshops.
- The perspectives of Teaching Professors should be considered for every event and CCA function.
- Engagement always needs attention.
- Drafting sections of the final report soon after each event makes the end-of-year report writing less of a challenge.
- Each CCA event was hosted by a different CCA member, which helped to bring the full breadth of experience and style into CCA functions. In addition, the rotation helped with

committee engagement and sense of co-ownership; it also enabled the participants to interact with each of the committee members over the year.

- Inviting VPAA to workshops added additional information and perspective to academic promotion.
- Attendance at in person socials was disappointing, though RSVP numbers were high. We may need to reconsider these in-person events, considering their costs. Regarding the end- of- year social, we added programming (i.e., writing retreat) and invited an extant (pre-tenure) cohort to participate. These types of collaborations may be our future direction; including informational content to social programming.
- We note how the changing demographics of incoming faculty (i.e., more faculty of color, parents with small children) compelled CCA to adapt to new needs and requirements. We foresee this as an important emergent trend.
- End-of-the-year surveying will allow us to understand interests, concerns, and attendance constraints.
- CCA Members may need to do more direct messaging with mentors from each division to ensure participation in mentoring and workshop events.
- Partnering with other senate initiatives/committees needs to continue in order to leverage strengths, capacity, and budgets.
- Remain open to reimagining events and initiatives

VIII. Proposed CCA Priorities for 2024-25

- As the diversity of the faculty continues to improve with new hires, there is outsized demand for mentors from groups currently underrepresented on our campus. This places an unfair burden on their time. Options for course release or other compensation should be considered. CCA supports the pursuit of recognition and compensation for mentors from underrepresented groups. We aim to roll out our new service award Spring 2025. As committee members are encouraged to attend the in-person socials sponsored by CCA, the committee recommends meetings remain on zoom for 2023-24.
- UC Santa Cruz has been hiring tenured faculty, particularly from minoritized groups, at a higher rate over the past few years, and this seems to be a continuing trend. The current Faculty Mentorship Program is primarily geared towards early-career untenured faculty. Newly hired tenured faculty have expressed interest in developing strategies for including them in the mentorship/onboarding process.
- It might be useful to develop a small handbook for the FMP process for future years.
- If the "First Personnel Review" workshop will continue to be offered in the spring quarter, mentors should be informed about it early on so that they can encourage their mentees to attend. The mentors should probably consider attending the workshop themselves so that they can better help mentees with their personal statement.
- CCA advocated for a more explicit inclusion of Teaching Professors in personnel workshops, and we will continue to focus on this moving forward.
- CCA suggests introducing an explicit option in the FMP process for returning mentees to reconsider reselecting their mentors after one year, as different mentors could provide additional benefits, both in terms of alternative perspectives and in terms of an expanded social network on campus.

- Connect FMP mentees with [Faculty Community Networking Program](#).[2]
- In response to a query from an incoming department Chair, CCA may wish to discuss development of a Path to Tenure Preparation Checklist, in close consultation with APO.
- Review feedback survey launched in 2024 to assess if activities and functions are useful to FMP participants and make appropriate adjustments.
- Finish drafting the proposed service award and implement and reward it in the Spring 2025 for the AY 25-26 (with CODEI and Kim Lau).
- As there are fewer new faculty hires this may be an opportunity to do a workshop for Faculty Mentors.
- Create an event for International faculty for socializing and information sharing.
- Consider an additional workshop on managing professoriate careers for maximum fun and societal-student impact with Jody Greene.

CCA wishes to thank Associate Campus Provost for Academic Success Jody Greene, VPAA Herbie Lee, CAP Co- Chairs, Maureen Callanan and Susan Gillman, Dev Bose, Associate Teaching Professor, Writing Program, and APO Senior Analyst Ibukun Bloom for contributing to multiple workshops to support new faculty. We also want to acknowledge invited faculty panelists for their lively and insightful suggestions and guidance.

Respectfully submitted,

COMMITTEE ON CAREER ADVISING

Maria Evangelatou
Ari Friedlaender
Karolina Karlic
Fernando Leiva
Chen Qian
Kimberly Adilia Helmer, *Chair*

August 31, 2024

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[2] https://academicaffairs.ucsc.edu/faculty-community-networking-program/index.html

Appendix I.

CCA, Office of Research, and University Relations
Research Workshop Agenda
Location: Humanities-2-Rm-259
Date: Tuesday, December 12, 2:30 – 4:30pm

PURPOSE:
The Committee on Career Advising and the Office of Research invite new faculty and their CCA Faculty Mentor Program (FMP) mentors to attend this informative event to learn more about research resources. The goal of this workshop is to provide a high-level overview of the research landscape at UCSC, including a brief presentation on the ecosystem of research support, how research is defined, and University Relations support for faculty. The workshop will also include a faculty panel to discuss strategies for finding research resources and managing projects on campus and beyond. This event will serve as the first in a series of events supported by the Office of Research.

FYI: Attendees will receive a Google form to RSVP and submit questions in advance

	Open Zoom early	CCA Analyst
2:30 (2 minutes)	Welcome new faculty and mentors. Summarize agenda: presentation from OR, UR presentations, Faculty Panel, Q&A Invite CCA members to introduce themselves. Frame this event as a kick off of a broader series of research workshops with opportunity to discuss division specific issues. *Invite OR to begin their presentation.*	Kim Helmer, CCA Chair
2:32 (10+5 minutes)	Overview of Research at UCSC + briefly talk about industry alliance + ORUs	John B. MacMillan, Vice Chancellor for Research
2:47 (10+5 minutes)	University Relations Overview	Mark Delos Reyes Davis, Vice Chancellor, University Relations, & President, UC Santa Cruz Foundation Sarah Carle, Executive Director, Foundation Relations
3:02 (1 minute)	*CCA Moderator to transition to Faculty Panel. Invite the panel to introduce themselves*	CCA Moderator

3:03
(50 minutes, each faculty member has 5 +5)
	Faculty Panel and Q&A
	
	Panelists will each start with a brief introduction, respond to these questions:
	
	   1. **The most useful research advice you've received or what you wish you would have known as a new researcher at UCSC?**
	
	   2. **What resources have you taken advantage of locally at UCSC or more broadly?**
	
	   3. **What are your strategies for finding research resources and managing your projects?**
	
	Advance Questions
		Faculty Panel:
		
		(Soc Sci)
		   ○ Barbara Rogoff, UCSC Foundation Distinguished Professor, Psychology
		
		(HUM)
		   ○ Mark Amengual, Associate Professor, Languages and Applied Linguistics
		
		(PB Sci)
		   ○ Roxanne S. Beltran, Assistant Professor, Ecology & Evolutionary Biology Department
		
		(Arts)
		   ○ Jennifer Parker, Professor, Art Department, founding Director of the OpenLab Collaborative Research Center
		
		(BSOE)
		   ○ Marco Rolandi, Professor, Electrical and Computer Engineering
		   ○ Chen Qian, Computer Science and Engineering

3:53 9 mins	Introduce Research Support (30 sec-1 min intro each). Each research development staff person can briefly introduce themselves and what they can offer new faculty in terms of research support. CCA will remind participating new faculty that their divisions will also be hosting research specific workshops and meetings. While unfortunately our research development specialists were unable to attend, we encourage you to contact The Office of Research with your questions. https://officeofresearch.ucsc.edu/for-researchers/index.html	Ned LeBlond- Managing Director for the Institute for Social Transformation
4:02 1 minute	Closing *thanks all for attending, letting attendees know that we will be sending out an optional collaboration sheet. Show in meeting*	CCA Moderator
4:03	Socializing/ Snacks Coffee, tea, water and cookies provided Consider seating by divisions depending on RSVPS?	

*To be recorded unless attendees object

23-24 CCA Workshop: Path to Tenure
Friday, March 8 from 2:30-4 pm
Conducted virtually via Zoom

EVENT DESCRIPTION:
Administrative Representatives, the Committee on Academic Personnel, and the Academic Personnel Office, as well as faculty will share their insights and advice on the path to tenure and the review process. Presentations will address questions and issues from the perspective of ladder rank faculty and teaching professors.

Advance questions from the audience can be found here.

New Faculty Feedback:
How to approach the path to tenure, how to make decisions about how to use their time, how to think about requests that come in to do service or collaboration, how to time their research products, what the expectations are around DEIA, when to take their research leave, whether to accelerate on their way to tenure, and so on.

Duration	Presenter	Notes	Target start time
2 minutes	CCA Moderator - Fernando Leiva	Brief introduction & Welcome Ask if it is ok to record for those unable to attend?	2:30
15+5 minutes	Jody Greene Associate Campus Provost for Academic Success,	Overview of the tenure process and who reviews personnel files. Discuss ways in which Senate Faculty can provide evidence of excellence in teaching in their personnel files and share advice for planning a successful path to tenure.	2:32
10+5	Herbie Lee, Vice Provost for Academic Affairs	Research and service -- balancing expectations and documenting achievements	2:52
10+5 minutes	Maureen Callanan and Susan Gillman, CAP Co-Chairs	Recommendations on effectively presenting your work in personal statements. - Expectations for Teaching Professors and Ladder-rank Professors - Research and Service in path to tenure - Audience awareness for submitted materials organization and presentation	3:07

3 minutes	Senior Analyst Ibukun Bloom from the Academic Personnel Office (APO)	The role of the Academic Personnel Office (APO) in the tenure review process for Senate Faculty	3:22
16 minutes (4 minutes each)	Faculty Panel ● (Arts) Amy Mihyang Ginther, Associate Professor, Performance, Play, & Design ● (Arts) Kyle Parry, Associate Professor, History of Art/Visual Culture ● (PBSCI) Pedro Morales-Almazan, Associate Teaching Professor, Mathematics ● (Soc Sci) Cecilia Rivas, Associate Professor, Latin American & Latino Studies	Panelists will introduce themselves and share their response to the following questions, Hold questions for Q&A: ● *What was something you learned in your path to tenure you considered essential to the process that wasn't particularly obvious?* ● *What are the top two things to consider when planning your path toward tenure?*	3:25
minutes 19	Open Q&A session for attendees	Moderated by CCA Member take questions from the audience and the advanced questions. Questions can be directed to any presenter or faculty panelist.	3:41
1 minute	CCA Moderator - Fernando Leiva	Thank presenters, panelists and attendees. Please note there will be an additional Path to Path to Tenure Discussion for Teaching Professors - May 15.	3:59

23-24 CCA Workshop: Teaching Professor's Path to Tenure
May 15 from 3-4:30pm
Zoom/location

EVENT DESCRIPTION:
This meeting will be a special workshop on the Path to Tenure (also known as SOE for Teaching Professors) open only to our assistant teaching professor group. In collaboration with the Committee on Career Advising and Chair Helmer, CAP including co-chairs Maureen Callanan and Susan Gillman, and The Associate Provost for Academic Success, Jody Greene, we will discuss how to present your teaching in your review materials, how the process is the same and different for teaching professors compared to research professors, and have ample time to answer your questions.

Duration	Presenter	Notes	Target start time
1 min	TLC/ CCA welcome	Robin Dunkin, Faculty Director of TLC Kim Helmer, CCA Chair (unable to attend due to a personal matter) Morgan Gardea, CCA Analyst	3:02
40 min	Jody Greene Associate Campus Provost for Academic Success, Professor of Literature Robin Dunkin, Faculty Director, TLC Associate Teaching Professor EEB	Jody: The Path to SOE: Teaching, Professional Activities, and the Personnel Review Process Documenting and presenting teaching development in personnel files. Robin: strategizing the arc of the pre SOE career; professional activities; and Professor Teaching leadership and activities throughout the system.	3:03
10 min	Maureen Callanan and Susan Gillman, CAP Co-Chairs Senior Analyst Ibukun Bloom from the Academic Personnel Office (APO)	CAP: ● CAP's role in the personnel process. ● Recommendations on effectively presenting your work in personal statements. ● Expectations for Teaching Professors ● Professional Activities and Service in path to SOE tenure ● Audience awareness for submitted materials organization and presentation	3:43
39 min	Open Q&A session for attendees		3:53

1 min	TLC/ CCA thank attendees .	Robin Dunkin, Faculty Director of TLC Morgan Gardea, CCA Analyst Upcoming CCA FMP Writing Retreat 6/13 at Coastal Campus.	4:29

CCA FMP Spring Writing Retreat and Happy Hour
Agenda

Time: Thursday, June 13·10:00 am – 3:00 pm

Location: Coastal Campus, CBB 110 classroom and the patio
CCA Lead: Kim

SUMMARY:
Committee on Career Advising (CCA) and the Writing Fellows Program invite FMP faculty, their mentors, and the Writing Fellows to a Full-day Writing Retreat. Invited Writing and Well-being experts will lead faculty in mindful writing practices to reflect on this past academic year both personally and professionally. Faculty are invited to stay for an informal catered lunch followed by focused independent writing. Faculty will then be invited to form summer writing groups and/or accountability writing partners to set themselves for a successful summer writing. We hope this retreat will both refresh and jump start summer writing.

10:00	10 min	Coffee and doughnuts
10:10	10 min	CCA Welcome and Introduction of CCA Members (Kim Helmer)
10:15	5 min	Stacey and Susan begin workshop that *could* include an ice-breaker activity
10:20		Workshop Continues:Writing and Well-Being Mindful Writing Workshop
11:50		Writing Group Formation Sign-ups
12:00	Patio	Lunch
12:45-1:00		(Kim) Writing Group Small groups - Meet each other and plan for summer meetings
1:00-1:15		(Kim) What are your writing intentions for today and for the summer? (Small group)

1:15 **3:15**		(Kim) Independent Writing & Closing with Invite to Venus (ask for head count)
3:15- 3:45		Clean up - must be out by 3:45
3:45		Happy hour at Venus (appetizers only)

COMMITTEE ON COURSES OF INSTRUCTION
Annual Report 2023-24

To: Academic Senate, Santa Cruz Division

The Committee on Courses of Instruction (CCI) met bi-weekly throughout the academic year to review campus and systemwide policies, all matters relating to courses of instruction (including review of new courses and revisions to courses), consult with other committees and administrative units, approve graduate student instructors and undergraduate teaching assistants, and consider student petitions and student grade grievances. Due to increased workload, CCI added an additional orientation meeting in the fall quarter, a sixth meeting in winter, and an ad hoc offline meeting at the end of spring quarter 2024.

This year, CCI invited Assistant Vice Provost for Educational Innovation (AVPEI), Michael Tassio, and Assistant Registrar, Denise Booth, to attend as standing guests and share their expertise in curriculum and course design. CCI also continued the practice of including Academic Preceptor, Marie Yoo as a standing guest. Associate Registrar, Kalin McGraw, serves as non-voting ex officio member.

Holding an orientation prior to tasks being assigned allowed new members to become acquainted with resources and responsibilities. CCI continued the practice established in 2021-22 of having the CCI Analyst attend Committee on Educational Policy (CEP) meetings with the CCI Chair in an effort to strengthen communication between committees. The CEP and CCI Chairs also held regular check-in meetings to coordinate committee business.

I.   Course Approval Deadlines

Consistent with recent practice, CCI began fall quarter by communicating to Course Sponsoring Agencies (CSAs) regarding the CCI Deadlines for the 2023-24 Academic Year (*September 6, 2023*) which included links to the Course Approval Calendar.[1] It also listed the Graduate Student Instructor (GSI) request deadlines as the end of the 4th week of the quarter prior to the quarter in which the course is to be taught (with the exception of summer, which is January 15th). Calendar dates were provided to simplify deadline compliance. In the future, CCI may wish to contact CSAs planning extensive program changes or new programs to caution them that late requests may result in courses not being approved in time for first round enrollment.

II.   Fall Senate AMP General Meeting Presentation

On Thursday, December 14th, 2023, the CCI Chair, CEP Chair, and Graduate Council (GC) Chair attended a UCSC Administrative Management Professionals (AMP) general meeting. The CCI Chair gave a brief update on online course criteria, Senate deadlines, summer session course issues, and committee goals for the academic year. CCI believes this open communication was productive and allowed for a question and answer session which proved productive and efficient.

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[1] Course Approval Calendar: https://registrar.ucsc.edu/calendar/other/course-approval.html

III.   Course Approvals

Between September 1, 2023, and August 1, 2024, the committee reviewed 444 courses proposals (approved and returned). Of those, 401 were approved by CCI. Of the approved courses, 203 were proposals for new courses and 198 for course revisions. As of August 1, 2024, 43 courses were returned by CCI and either await CSA revision or were withdrawn by the CSA.

IV.   Online Course Review

As in 2021 and 2022, CCI requested approval from CEP and GC to provisionally approve courses when warranted. Before this, courses were only granted permanent approval or returned. While the practice of provisional approval generates more administrative workload, it also allows the generation and collection of course outcomes that may enable CCI to assess the impacts of online and hybrid modalities on student success.

In consultation with CEP and GC, in January 2024, CCI revised the Online Course Request Guidelines.[2] This action was taken in response to CSA and Senate committee concerns regarding online course review criteria in the previous academic year.

The primary changes included:

- Clarification that applicants should explain how the course is designed in the chosen online modality in order to effectively meet its learning goals.
- Inclusion of in-person syllabi is optional if the intended mode was online.
- CCI removed the criteria that final assessments be identical across modalities.
- Criteria for permanent approval titled "detailed criteria" was deleted from the CCI guidelines webpage with the intention that this will be revised.
- CCI clarified that remote proctoring was not recommended but also not prohibited.
- Clarification to CSAs that in-person components of online courses need to be transparent to students and may require Registrar Office coordination.

Additionally in fall 2023 CEP, GC, & the Teaching & Learning Center (TLC) proposed the establishment of a New Course Design Certification Pilot Program, which CCI reviewed. The proposal outlined an optional TLC program to advise instructors and the faculty authors of new courses with clear and consistent standards by which their proposals can be approved. While CCI enthusiastically supported this program, ultimately it was not pursued due to the success of provisional course approval. However, this outline may serve as a template for course design training in future.

V.   Course Modality Questions

A small subcommittee of CCI Members and the Assistant Vice Provost for Educational Innovation, Michael Tassio, met four times over the winter and spring quarters to discuss improving online course review by revising the Supplemental Course Questions for Online and Hybrid Modalities. The original Supplemental Questions were developed by CEP in conjunction

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[2] Online Course Request Guidelines, Updated January 2024: https://senate.ucsc.edu/committees/cci-committee-on-courses-of-instruction/guidance-applications-online-modalities.html

with the [Online Course Policy](#).[3] Each modality had a unique set of questions. In-person courses were not required to answer questions about course design. CCI felt this lack of congruency was problematic and also wanted to revise the questions to address issues that had arisen since the questions were first introduced.

Subcommittee members goals for revisions were:

- Improve and streamline the process for proposing or revising any course, in any modality;
- Provide faculty with additional support and resources, including models, where relevant;
- Respond to faculty concerns and complaints about the approval process for online synchronous and asynchronous proposals; and
- Make changes and revisions that benefit faculty and students.

Members reviewed selected scholarly articles and online course review questions at other universities. The subcommittee also discussed CCI member concerns that the current questions did not always provide clear information about instructor intention, policy compliance, and course design decisions.

The subcommittee drafted a single set of questions to be asked of all new courses and courses being significantly revised, regardless of modality. In spring 2024, CCI requested feedback on proposed changes to Course Modality Questions from CEP and GC. The CCI Chair attended GC and CEP meetings at which the proposal was discussed. In an effort to streamline and create a more equitable review, CCI proposed that in place of the current modality-specific supplemental questions, a single set of course design questions be asked in all new courses and courses being significantly revised. It was a goal of CCI to ensure the standard for in-person courses and online were aligned.

The CCI subcommittee and the TLC developed resources to support instructors in responding to the revised questions which include a teaching strategies sheet, guidance on Generative AI, approved educational technologies, and current modality definitions.

These questions will be updated in the CAT system in early fall. CCI plans to update the Course Review Rubric for fall 2024 and describe what the criteria would be for permanent approval by the end of the coming year.

VI.   Ongoing Syllabus Requirement Issues

Throughout the course approval process, CCI routinely requested that instructors update course syllabi in accordance with the list of syllabus requirements noted on the course approval forms in the Curriculum Management System (CAT) to promote the inclusion of important elements in each course syllabi particularly:

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[3] Committee on Educational Policy (CEP) and Graduate Council (GC), UC Santa Cruz Undergraduate and Graduate Online Hybrid Courses: https://senate.ucsc.edu/committees/cep-committee-on-educational-policy/policies-guidelines/final-revised-cep,-gc-online-course-policy-051221.pdf

- **Breakdown of student hours**. Intended to allow students to develop a time management plan for their studies -for example, this would enable students who read relatively slowly to know that a course may be extra demanding for them.
- **Closed week policy reminder**. No examinations, tests, assignments, papers, final projects, or final performances that result in more than 12.5% of the final grade (other than individual make-up exams) may be given during the last week of instruction. This restriction does not apply to summer, which does not have a closed week.
- **Policies on collaborations, citation, and academic integrity should be course-specific**. CCI noted that clarification regarding Academic Integrity policies are especially important in courses where collaborative work and outside resources are used.

When a course was returned to the CSA, CCI asked that instructors use track changes in the revised syllabus to expedite review. This, matched with a summary note in the comment field, allowed CCI to respond more quickly to course requests requiring additional information. There may be exceptions, but generally for every new course or for any request to substantially change an existing course, **a syllabus is required**. Examples of substantial change: change in content, credits, General Education (GE) addition or removal, Disciplinary Communication (DC) change, reactivation, and modality. A syllabus is not needed for cancel/suspension, enrollment restrictions, independent study, or simple changes to title or description that do not change the content.

VII.   Other General Course Review Issues CCI Observed

CCI reviewed many well-designed courses; however, CCI did note confusion related to the following, and hopes to provide clarification:

- A course revision to change enrollment restrictions should include evidence of stakeholder consultation with all departments that are affected.
- Courses taught in conjunction/mezzanine: undergraduate and graduate courses taught together with shared room and enrollment. Both classes should be submitted as separate proposals, though the related questions are on the graduate course form. Undergraduate and graduate components need to have the same number of units and distinct learning objectives or outcomes. In general, there is a higher expectation for graduate students.
- Topics courses should include multiple sample syllabi.
- CCI noted that new GSI taught course submissions are occasionally being submitted as one-off offerings, typically delivered during an upcoming summer session, or are being submitted without faculty review. CCI suggests that course submissions should be intended for multiple offerings and have responsible faculty oversight.
- Summer session course proposals should meet the requirements equivalent to a 10-week course in terms of content, instructional hours, and requirements.

VIII.   Senate Guidance on Course Syllabi

Following a request from VPDUE Hughey, CEP, CCI, the Committee on Teaching (COT), and GC offered guidance via a short FAQ sheet regarding course syllabi (January 31, 2024). The Senate committees acknowledge that CSAs have different needs and/or expectations, and therefore some questions are best left to CSAs and instructors to determine what is appropriate in a specific field or course, and affirmed that the logistics and specifics of how a course is managed are solely within the instructor's purview.

IX.   UNEX XSC Course Proposals

In the 2023-24 academic year, CCI returned a collection of XSC courses [4] grouped under premed and international student preparation themes with concerns that the syllabi were incomplete. A revised proposal was submitted to CCI on Oct 16, 2023. The committee reviewed the 12 XSC courses which included upper division METX, BIOL, MATH, ECON, courses and a STEV course. UNEX advised they hoped to put forward courses from the Writing Program and History in the future as well.

In a response dated November 21, 2023, CCI advised that the proposals were difficult to evaluate without additional context and without more detail regarding implementation and any ongoing support from programs and departments on the main campus. CCI advised that departments should be consulted regarding quality control, instructor oversight, and articulation. CCI recommended that the request be forwarded to CEP to better allow the Senate to understand the future certificate potential.

UNEX consulted with CEP (January 10th) and CCI (February 12th) in an effort to resolve policy and implementation of the XSC courses. CCI members were also invited to attend the CEP consultation. These conversations helped CCI to better articulate their concerns, which were outlined in the April 4, 20214 correspondence.

CCI had ongoing concerns about XSC courses in general and specific course concerns, which are listed below:

General Questions:

- CCI received clarification that the proposed XSC courses are not part of a "program" but rather a collection of courses. CEP and CCI need confirmation that these would not be marketed as a program and will not be transitioning to become a program without prior CEP review and approval in the future. CCI requested that CEP continue to review these courses alongside CCI as individual courses despite no formal certificate being requested.

- CCI noted in the proposals that were shared with CEP, that there are Campus Partners listed. CCI requested confirmation from **not only departmental Chairs and/or College Provosts, but from their undergraduate curriculum committees.** These letters should include a link to the definition of <u>XSC courses</u>[5] and list all courses individually; general support for the initiative is not sufficient. CCI asked that in addition to a Chair letter the <u>XSC Questionnaire for Main Campus CSAs</u>[6] also be completed.

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[4] CEP Classifications of UNEX Courses https://senate.ucsc.edu/committees/cep-committee-on-educational-policy/policies-guidelines/cep-policy-ucsc-unex-courses.pdf
[5] Committee on Educational Policy, Classification of UCSC-UNEX Courses:
https://senate.ucsc.edu/committees/cep-committee-on-educational-policy/policies-guidelines/cep-policy-ucsc-unex-courses.pdf
[6] UNEX XSC Questionnaire for Main Campus Course Sponsoring Agencies:
https://docs.google.com/document/d/1SP5DMW-dX5W5HxfryA9KEK9EQ33kNM60/edit

- What is the role of Campus Partners versus UNEX in instructor selection and oversight? If GSIs are proposed, CCI approval is needed for each offering. How will CSA engagement and CCI approval be maintained over time?

- Is it possible for enrolled students to take these UNEX courses (especially those who have failed their analogues at the main campus, i.e., triple take)? CEP is concerned there is no mechanism to stop a matriculated student from taking a UNEX XSC course over the summer. Please address this.

- As Program MOUs were written before XSC courses were actively requested, these MOUs require updates. For XSC courses, undergraduate curriculum committee approval will be needed and the course approval form will be revised. CCI XSC approval will be provisional, requiring reapproval after 5 years. CCI has developed an XSC Questionnaire for CSAs to use when reviewing these courses. Please see the enclosed attachment.

- CCI would like to note that if faculty teaching these courses are the same as the main campus, CCI is more likely to approve.

- These courses currently state that they may use an online teaching modality, "hyflex," which is not available for main campus courses. If XSC courses seek equivalence with main campus ones, then they must adhere to the same modality guidelines.

- How will course prerequisites be verified?

First Year Transition Academy Program Questions:

- Please provide verification from stakeholder departmental curriculum committees specifying (i) whether they support these courses and (ii) whether these courses will be accepted for major declaration. Please use the attached Questionnaire Form to document curriculum committee support, and ask for an additional letter verifying both (i) that their answers are accurate and (ii) how long the curriculum committee initially agrees to work with UNEX in this manner before reassessing their stakes.

Postbaccalaureate Premed Questions:

- Please provide verification from stakeholder departmental curriculum committees specifying whether they will support these courses in the capacities that UNEX envisions their involvement, such as for instructor selection, etc. Please use the attached Questionnaire Form to document curriculum committee support, and ask for an additional letter verifying both (i) that their answers are accurate and (ii) how long the curriculum committee initially agrees to work with UNEX in this manner before reassessing their stakes.

- Please confirm that only non-matriculated students with a bachelor's will be permitted to take the Postbaccalaureate (Postbacc) Premed XSC courses offered by UNEX and provide a detailed description of how this will be administratively implemented by UNEX. In particular, because UCSC undergrads are not by default matriculated at the main campus during summers, how will UNEX prevent their enrollment in XSC courses? We note that the main campus Senate must still study the question of whether this exclusion violates Systemwide Regulation 810.

- Pre-Med: "focuses on assisting students in the communities of Santa Cruz, Santa Clara and Monterey Counties." How would the program implement this geographical focus (i.e., distinctly serve students from these counties), and how would that geographical focus be sustained over time? Are there precedents for such a geographical emphasis? Is there a distinction from, and is there likely to be an impact on local community college pre-med, e.g. Cabrillo College's? Is there data to suggest students in this pre-baccalaureate extension course cluster would work in these counties eventually?

- CSAs should directly state if these courses will be accepted as fulfilling major requirements, should a matriculated student petition for concurrent enrollment (SCR 6.3).[7]

Academic Preparation for Success Program:

- Please provide verification from stakeholder departmental curriculum committees specifying (i) whether they support these courses and (ii) whether these courses will be accepted for major declaration. Please use the attached Questionnaire Form to document curriculum committee support, and ask for an additional letter verifying both (i) that their answers are accurate and (ii) how long the curriculum committee initially agrees to work with UNEX in this manner before reassessing their stakes.
- All of the courses that are listed in the proposed programs have not yet been received for approval. When will these be sent to CCI?
- It is not clear to CCI how some of these courses would benefit international students in their preparation for enrolling at a US university (e.g., ECON). Please explain the rationale for the inclusion of the courses in this program.

CCI additionally reached out to UNEX to schedule a summer consultation on July 2nd to discuss any concerns or possible issues before the revised requests were submitted to CCI in 2024-25. This meeting was primarily focused on possible pathways to approval for these courses.

CCI noted the value of these programs to support premed students locally and better prepare international students, and also hopes to avoid potential articulation and workload concerns by ensuring that CSAs have been consulted and have a full understanding of the partnerships required to offer for-credit undergraduate upper division extension courses.

X.   Student Petitions

Deferred Student Petition Review from Summer 2022-23
In 2022-23, CCI deferred making decisions on non-urgent student petitions received during summer quarter to allow for broader review when the committee reconvened. Urgent petitions were reviewed by the CCI Chair over the summer. The decisions on student petitions received and reviewed during summer 2023 are as follows: 98 student petitions were received over summer. Of these 58 (59%) were approved and 36 (37%) were denied, and 4 (4%) were withdrawn after review.

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[7] Santa Cruz Division Manual, Part II, Section II, Chapter 6 – Student Program of Studies:
https://senate.ucsc.edu/manual/santacruz-division-manual/part-two-regulations/section-three-ug-program/chapter-six-studentprogramstudies/index.html

The largest number of deferred petitions were Grade Option Change: Graded to Pass/No Pass (43, 44%), followed by Add a Course/Drop a Course (19, 19%), Withdrawal Grade (14, 14%), Substitution of GE Requirements (12, 12%), and Grade Option Change: Pass/No Pass to Graded (10, 10%).

During summer 2023, CCI did not review any petitions for Waiver of Senior Residency Requirements (0), Writing Requirement Extensions (0), Catalog Year Rights (0), DC Substitutions (0), or Transfer/Duplicate Credit Exception (0), or Grade Change (0).

Student Petition Review 2023-24
The committee made decisions on 440 student petitions received during the 2023-24 Academic Year. Of these, (271, 62%) were approved and (169, 38%) were denied.

The largest number of petitions reviewed were for Substitution of GE Requirements (118, 26.8%), followed by Grade Option Change: Graded to Pass/No Pass (105, 23.9%), Withdrawal Grade (101, 23.0%), Add a Course/Drop a Course (61, 13.9%), Grade Option changes: Pass/No Pass to Graded (20, 4.5%) and DC Substitutions (20, 4.5%) , Grade Change request (10, 2.3%)

Transfer/Duplicate Credit Exception (3, 0.7%), Waivers of Senior Residency requirements (2, 0.5%), Writing Requirement Extensions (0. 0%) and Catalog year change requests (0, 0%).

Grade Grievances
As of August 1, 2024, CCI had received 10 grade grievances during 2023-24. Of the grade grievances, 8 were denied, 1 was resolved via CCI facilitated consensual resolution (between the instructor, department chair, and student), and 1 will be reviewed in the next year due to late submission. CCI saw a number of grievances related to grade breakdown explanations. The importance of clear grading policies is essential in communicating with students how grades are determined. CCI continues to receive petitions related to Academic Integrity. This year with the help of the department chair and instructor, CCI was able to facilitate a consensual resolution to one grievance in which the student was granted a Withdraw (W) grade and allowed to retake the course via credit by petition. CCI applauds the efforts of this department to address this matter. It is important to note that CCI actions in response to a grade grievance are limited. CCI may choose: 1) no change, 2) removal of course from transcript, 3) removal of evaluation from transcript, or 4) change of grade to Pass, No Pass, or Withdraw.

XI.   Delegated Authority to Approve Catalog Year Changes for General Education (GE)

In the past, CCI members have relied heavily on the support of college advisors when reviewing Catalog Year Changes for General Education (GE), and observed that delegation of this authority since 2022 has proved efficient and beneficial to students. CCI will again consider delegating the authority to authorize catalog year changes to the Academic Preceptors until fall 2025. Related GE Substitution petitions were reviewed by CCI.

XII.   GSI Request Reviews

Between September 1, 2023 and August 1, 2024, the committee approved 251 requests for Graduate Student Instructor (GSI) teaching appointments, 2 are still pending CCI review. Unfortunately, CCI observed that occasionally GSI requests were incomplete, or included

competency sections drafted by the graduate students themselves. CCI has advised CSAs that incomplete or improperly drafted requests lead to slower review times and may lead to a request being denied. Waivers of criteria for GSIs were also often insufficient. CCI grants approval for waivers only when a clear mitigation plan is also provided by the CSA head and/or faculty mentor. The plan should address the specific criteria in question and what additional steps can be taken to support the GSI in this area.

The Committee on Courses of Instruction [Faculty Oversight and Mentoring Agreement][8] was revised on August 27, 2020. CCI continues to remind CSAs that mentors overseeing more than two GSIs should be compensated, or have their service recognized. It is helpful when departments include an explanation of how they are addressing circumstances in which more than two GSI mentees are assigned in their requests. For Summer Session, this policy is modified to allow for the department chair to oversee, or appoint and compensate a faculty member to oversee GSIs. CCI notes that subject matter expertise is essential for the faculty mentor.

After the CCI Analyst and Chair consulted with the Academic Personnel Office (APO), CCI was advised by APO that, based on recently negotiated contracts, CCI should no longer make exceptions to the primary Teaching Fellows criteria based on CSA justification for the students not having the required teaching experience. For the Teaching Fellow title, APO campus policy requires GSIs to have 6+ quarters of teaching experience at UCSC and have advanced to candidacy (unless the GSI held the TF title before the policy revision). There is some flexibility for summer GSI who will meet the criteria by their summer appointment, contingent on advanced to candidacy ATC or reaching required quarters. CCI hopes to continue working with the APO to ensure that CSAs are aware of the policy change and that any future changes are clearly communicated.

XIII.   Revisions to Committee on Courses of Instruction Policy on the Appointment and Use of Undergraduate Teaching Assistants (UTAs)

In 2023-24 CCI witnessed an increase in the number of overall UTA requests, and had concerns that this trend will continue as the cost of supporting graduate student TAs continues to rise. Alongside this, CCI had the impression that more recent requests included an increase in the proposed workloads of individual UTAs. CCI noted that training practices for UTAs seem to differ from those of graduate student TAs, such that there were no training requirements for UTAs, but departments and CSAs did provide such training for graduate TAs (though such training in some cases was limited). CCI received multiple UTA requests that explicitly stated that no TA training would be provided. CCI had two particular concerns about this. First, there did not seem to be a mechanism for ensuring that undergraduate TAs are trained on and understand campus requirements, reporting and resources information (Title IX, CAPS, DRC), or their FERPA responsibilities before their appointments. Second, there did not seem to be an expectation, much less a requirement, that undergraduate TAs receive any kind of comprehensive introduction to their duties or preemptive discussion of the difficulties that they may encounter during their TAships.

Following consultation with CEP, GC, COT, and the Academic Personnel Office, CCI revised the Policy on the Appointment and Use of Undergraduate Teaching Assistants (UTAs) *AS/SCP/2091*

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[8][Committee on Courses of Instruction, Faculty Oversight and Mentoring Agreement for Undergraduate Courses:](https://senate.ucsc.edu/committees/cci-committee-on-courses-of-instruction/cci-faculty-oversight-and-mentoring-agreement-revised-1217202.pdf)
https://senate.ucsc.edu/committees/cci-committee-on-courses-of-instruction/cci-faculty-oversight-and-mentoring-agreement-revised-1217202.pdf

on May 6, 2024. A clause was added that states "*UTAs should have demonstrated preparedness to serve, either by having achieved a grade of A in the course for which they will TA or in subsequent courses in a sequence, or by other evidence of academic preparedness, which should be explained in the appointment request. UTAs should complete the course on teaching ethics for TAs currently in use on the campus. TAs are expected to complete the course as part of their compensated time.*"

XIV. UTA Reviews

In the 2023-24 academic year CCI reviewed 44 UTA requests, of which two were withdrawn by departments (one based on student availability, the second on likely CCI denial), and 42 approved by CCI. Many requests lacked clear mentorship or training plans for UTAs which delayed several approvals. In some cases, academic competency was also unclear.

In recent years, Summer Session has not sought CCI approval for UTAs. The CCI Analyst and CCI Chair sent informal outreach to Summers Session leadership to clarify the need for CCI UTA review. It might be helpful to also advise departments that frequently employ UTAs of the need for complete UTA requests.

XV. 281 Courses

CCI members corresponded both informally and formally with GC to express concerns regarding 281 and similar courses.

CCI remains concerned that it is very unlikely that all, or even most, graduate students enrolled in 281 courses that correspond to lab meetings are regularly doing 3 hours a week (the amount expected for 1 credit) of work, or the 6 hours that would be expected for 2 credits.

Syllabi for 281 courses often lack the basic components that would be expected for regular graduate courses. Of particular concern with respect to hours of work that a student completes, these syllabi often lack (i) a weekly schedule of meeting topics, required materials, or readings, (ii) specific learning outcomes, or (iii) any statement of pre or corequisite courses or necessary/assumed background on the part of the student. CCI interprets these missing items as a lack of either structure or requirements commensurate with expecting multiple hours of engagement per week in certain courses.

CCI believes that work for 281 courses should not be double-counted with work for any other independent study or seminar-type course, or otherwise paid activities. CCI hopes to collaborate with GC in future to develop a policy or guideline around these courses.

XVI. Physical and Biological Sciences (PB Sci) Proposed Science Excellence First Year Seminars

In June of 2023, CCI returned courses for the proposed Science Excellence Program. The program was intended to be housed under a new divisional course code. These courses were numbered: PBS 1A, 1B, 1C Science Excellence First Year Seminars. CCI was generally supportive but noted that a new course code would require CEP approval and returned the courses proposals.

The courses were revised and resubmitted to CCI on December 20, 2023. While CCI applauded the goal of improving student success in PBSci courses, CCI continued to have concerns. In an effort to better understand the proposals, several CCI members attended a CEP consultation with Science Excellence Director Robinson, Assistant Dean Häber, and Associate Dean Weissman on January 31st, which they found helpful.

Despite many efforts to resolve issues of concern, these course proposals were ultimately returned for a second time with the following issues outlined in a communication sent on February 28, 2024:

- Concerns regarding the extent to which academic content would be conveyed by qualified experts.
- Lack of stakeholder department support and consultation.
- Possible content overlap with existing courses run by individual departments.
- Concerns about insufficient academic content in courses.
- A need for clarification of research projects and instructor management of the courses.
- GE clarification.
- Research project logistics.
- Clarification regarding the backgrounds and capabilities of the proposed 6-person teaching team.

CEP similarly rejected the proposed program in February 2024 stating concerns about unanswered questions, the budgetary impact of these proposed courses on core courses required for graduation, and concerns raised by various stakeholders.

XVII. Inquiry Regarding Summer GSI Faculty Mentor Compensation

CCI received an informal request for clarification regarding summer GSI Faculty Mentorship compensation. CCI provided the following guidance based on CEP/CCI memos in Dec 2020 and CEP memos in August 2020:

CCI acknowledges that determining how best to compensate summer GSI faculty mentors often requires additional effort from departments. In previous correspondence with course sponsoring agencies, CCI and CEP have expressed the importance of mentorship and supervision of GSIs and have advised that CSAs may determine how best to compensate mentors. Following the revised 2020 CEP GSI criteria revisions, most CSAs have explained that department/program chairs will serve as the GSI Mentor in summer sessions. At least one CSA has advised that they will compensate faculty mentors by considering this service to the department and that the responsibility is rotated.

Additionally Summer Session advised that the department has the discretion to use its Summer Revenue Share[9] to provide additional compensation to faculty mentors. In particular, as an outcome of Senate advocacy and the Summer Campus Initiative, an additional $100 per GSI taught unit ($500 per 5-unit course) is included in the department or college revenue share to recognize

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[9] Summer Revenue Share: https://summer.ucsc.edu/instructors/summer-revenue-share.html

the mentorship required for graduate student instructors. Departments and colleges can work with their divisional Human Resources offices to determine how best to recognize mentors.

XVIII. Exceptional Cases: Petition for Graduation under suspension of the Santa Cruz Division or Systemwide Regulations

CCI addressed urgent and exceptional cases as is outlined in Santa Cruz Division Bylaw 10.1, which authorizes CCI to approve graduation under suspension of the Santa Cruz Division or systemwide Regulations, in individual cases of minor curricular adjustments. The petition requires approval of the overseeing faculty, followed by the approval of the CCI. As this is a very rare circumstance, this type of petition was processed by email. This option is considered a last resort and used only when a student can document that they were misadvised and no other recourse is available.

CCI approved three requests for petition for graduation under suspension of the Santa Cruz Division or Systemwide Regulations with the support of the students' College Provost and major department chair.

XIX. Correspondence

- CCI to CSAs Re: CCI Deadlines for 2023-24 Academic Year, September 6, 2023
- CCI to CEP, GC Re: CCI Requests Provisional Approval for courses received in 2023-24, September 18, 2023
- CCI to CSAs Re: Reminder of Deadline for Course approvals and revisions that affect upcoming year's Program Statements, November 1, 2023
- CCI to CEP/GC Re: Proposed CEP, GC, & TLC Establishment of New Course Design Certification Pilot Program, November 21, 2023
- CCI to CEP Re: Request for updated UTA Approval Guidelines or UTA Approval Policy, November 22, 2023
- CEP, CCI, GC, COT to CSAs Re: Senate Guidance on Course Syllabi, January 31, 2024
- CEP, CCI, GC, COT to VPDUE Re: Proposed Syllabus Policy, January 31, 2024
- CCI to PB Sci Re: PBS 1A, 1B, 1C Science Excellence First Year Seminars, Second Review January 2024, February 28,2024
- CCI: MERR 55, February 28, 2024
- CCI to CEP Re: Revised Request for updated UTA Approval Guidelines or UTA Approval Policy, February 29, 2024
- CCI to GC, COT, APO Re: Undergraduate Teaching Assistant Approval Policy, March 19, 2024
- CCI to GC Re: Reviews, Expectations, and Credits for 281 Courses, April 23, 2024
- CCI to BSOE Re: AY 24-25 BE Request for First & Second Pass Enrollment Restrictions, May 13, 2024
- CEP, CCI Re: VPDUE Delegation Request to CEP and CCI re GE's, May 20, 2024

UNEX Correspondence

- CCI to UNEX Re: UNEX proposed BIOL, METX, MATH XSC Courses, November 21, 2023

- CCI to UNEX Re: VLSI X418 3D IC Packaging and Physical Verification, Course Proposal, November 15, 2023
- CCI to UNEX Re: CCI: CMPR X426 Rust Programming Fundamentals, November 22, 2023
- CEP, CCI Re: UNEX Artificial Intelligence Application Development Proposal, February 7, 2024
- CCI, CEP to UNEX Re: Clarification of XSC Proposed Courses, April 4, 2024. Enclosed: UNEX XSC Questionnaire for Main Campus Course Sponsoring Agencies
- CCI to UNEX Re: UNEX Post Consultation Memo for July 2nd, 2024, August 6, 2024

XX.   Recommendations for 2024-25 CCI

- Continue to send early fall correspondence regarding course and GSI deadlines to CSAs. Consider expanding this correspondence to include reminders of courses to be included in the program statement deadline.
- Consult with newly formed Academic Integrity Office. Consider having faculty commit to a 3-year term on CCI, as continuity in membership will better ensure policy decision uniformity over time. Terms should be staggered so that only a third of the committee is new each year. A succession plan, such as one year as Vice Chair before serving as Chair, would also be valuable.
- Discuss adding a new requirement for syllabi: contingency planning for campus disruptions. With fires likely to be frequent in fall quarters and campus-wide strikes also quite likely any quarter, every faculty member should be thinking about how their course will continue in the face of disruption. CCI needs to decide whether to require contingency plans in the syllabi and, if required, what standards to apply to evaluating them.
- Train new members on accessing records of previous decisions, so they can use this information to guide and regularize future decisions on student petitions. Consider documenting discussions and generating a best-practices document.
- Collaborate with CEP, GC, the Teaching Learning Center (formerly Center for Innovations in Teaching and Learning, CITL), and the administration to revise online course policy. Revise Syllabi Requirements to include linked campus policies and student resources such as policies on Academic Integrity, Disability Resource Center, Title XI, CAPS, etc.
- Meet with the Articulation Officer to review the process for GE approval for courses taken abroad. Consult with the Writing Program regarding Writing Requirement Petitions challenges.
- Consider revising course approval deadlines, possibly moving dates earlier.
- Continue making course materials available to serve as examples of approvable online and hybrid courses.
- Regular consultation with TLC.
- Review and reflect CAT Form revisions.
- Advocate for a new curriculum management system to replace CAT.
- Advocate for GSI course design support

XXI.   Acknowledgements

The committee thanks the Office of the Registrar team for their work to support students. The responsiveness and dedication of this team is greatly appreciated by CCI. CCI would like to

especially thank University Registrar, Tchad Sanger, Associate Registrar, Kalin McGraw, and Assistant Registrar, Denise Booth.

CCI also thanks Marie Yoo, Academic Preceptor and AVPEI, Michael Tassio for their work advising CCI. Their insights have been invaluable.

Respectfully submitted,

COMMITTEE ON COURSES OF INSTRUCTION
David Bernick
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Amy Vidali
Kalin McGraw, *ex officio,* Associate Registrar
Amanda Rysling, *Chair*

August 31, 2024

Appendix I.

ACADEMIC SENATE

Online Course Request Guidelines

Updated January 2024

In accordance with the Committee on Educational Policy (CEP) and Graduate Council (GC) Policy on UC Santa Cruz Undergraduate and Graduate Online and Hybrid Courses, CCI can permanently approve online course requests. In addition, CCI may provisionally approve course requests in situations where a permanent approval is not currently warranted but evidence suggests it may be granted after modifications to the course are made and/or more evidence is captured of the requested modality's efficacy.

This page contains:

- **A brief discussion of CCI's remit** when assessing course requests.
- **When to apply to CCI for online modalities** versus when to apply to the Committee on Educational Policy (CEP) or Graduate Council for special measures such as emergency remote instruction.
- **How to choose an online modality.**
- **Materials to be submitted** with online course requests.
- **The rubric CCI uses** to assess pedagogical justifications for online modalities.
- Answers to frequently asked questions (FAQ).

CCI's remit

In assessing course requests for any modality, online or in person, CCI are only concerned with primary instruction, the three hours and ten minutes a week (for a five credit class) when students and instructors have traditionally been face-to-face in the classroom.

Applications for online modalities should be based solely on pedagogical merit: applicants should explain how the course is designed in the chosen online modality in order to effectively meet its learning goals.

Where to apply

Requests can be submitted directly in CAT (Curriculum and Tracking) system. If you need to request access, or have other issues entering the system, email cmphelp@ucsc.edu. Applications for online modalities made purely on non-pedagogical grounds including, but not limited to, the availability of Santa Cruz-based instructors, enrollments larger than available teaching spaces, and strategic growth of enrollments for a Course Sponsoring Agency's (CSA's) curricular goals, should be directed to CEP for exceptional approval.

When CSAs have both pedagogical and non-pedagogical rationales for applying for online modes of instruction, they are encouraged to apply to CCI first on the basis of their pedagogical rationales. CCI may then direct them to CEP if necessary.

Choosing an online modality

Instructors are encouraged to consult The Teaching and Learning Center (TLC) as early in the process of their course development as possible, especially for help in identifying the online modality that the instructor will find most effective for their course's needs.

CCI encourages instructors to begin by considering the learning goals of their course and the programs that their course serves. Based on the nature of the material that is covered and any specific challenges that this material presents to students, instructors should identify the activities and assessments that they find most effective for teaching this material, and then propose an online modality that the instructor judges will most effectively support those activities and assessments.

Materials to be submitted with online course requests

Online course requests submitted via the CAT System may include the following documents:

- A syllabus for the in person version of the course (optional, provide if available).
- A syllabus for each online modality requested (required).
- Pedagogical justification for the requested online modality or modalities. In this pedagogical justification, please include a discussion of how the selected modality was chosen to respond to the needs of the course objectives or materials (this could be integrated throughout responses to supplemental questions, or in a separate document entered into the CAT system).
    - Additional and/or consolidated material from the requested modality's supplemental questions (optional).

Rubric for Online and Hybrid Course proposals

Below are the criteria on which CCI will evaluate course proposals for online and hybrid courses. These criteria should be discussed within the instructor's Pedagogical justification document or in responses to the supplemental questions for the modality they are proposing.

Note all syllabi must also meet all CCI non-modality specific CCI Course Syllabus requirements.

More detailed explanations and examples follow these tables.

Suggest addressing criteria in...

Criterion	Address in...
Lists learning outcomes for the course	Syllabus and Supplemental Online Question 1
Demonstrates that learning outcomes are identical for offerings of the course in different modalities	Supplemental Online Question 1
Explains differences in teaching strategies for offerings of the course in different modalities	Supplemental Online Question 1

Rubric Explanations and Examples

The following sections provide explanations and examples for the criterion in the rubric above.

Lists learning outcomes for the course

Learning outcomes should describe what your students will be able to do at the end of the course that they couldn't do at the beginning. Learning outcomes tell students what they will gain from taking the course and what they will be assessed on. They also serve as a guide to the instructor in course design: All activities, assignments, and

assessments should connect to learning outcomes.

Because they are the basis for assessment, learning outcomes should specify *observable* skills, knowledge, and attitudinal orientations you expect students to develop. Because they are focused on student performance, they should specify what *students* will do. These are examples of appropriate learning outcomes:

- Students will be able to select and apply appropriate statistical tests to compare samples.
- Students will be able to explain the potential effects environmental policies will have on economic growth.
- Students will be able to compose a literature review using the conventions of sociology research.

Connects learning outcomes for the course to learning outcomes for the CSA

In answers to the Supplemental Questions, an articulation of the learning goals of the course and their relationship to the Program Learning Outcomes's (PLO's) broader goals should include explanations as to:

- Which skills this course develops;
- Which knowledge and perspectives this course conveys;
- Where in the degree program this course sits;
- Which courses it assumes as prerequisites; and/or,
- Which courses it serves as a prerequisite for.

Includes a clear rationale for course design decisions in selecting the online format. (May list factors driving course design or course components for which students need particular emphasis.)

Examples of a clear rationale for course design decisions (including which factors drove course design or need greater emphasis) in answer to the Supplemental Questions may include examples such as the following:

- A course may have a heavy memorization load of novel terms or concepts, which students must learn as their basic foundations, in preparation to apply those terms/concepts in reasoning or problem solving. Instructors may need to repeatedly reinforce basic novel terms and concepts, while also engaging students in real-time problem solving exercises with these ideas. This combination of heavy memorization and real-time problem solving might prompt the selection of either a hybrid (of asynchronous and synchronous online) or a "flipped classroom" with synchronous online meetings, because the need to refine problem solving requires in vivo discussion, but the need for memorization requires solitary engagement.

- A course may require students to repeatedly write or create and refine in response to feedback or discussions, in addition to providing feedback to other students or engaging with other students' work products. Instructors may need to teach students how to communicate effectively for these purposes, while also engaging students about the content of their work. This need to write/create and refine effective communication on an ongoing basis might prompt the selection of a synchronous meeting, so that instructors can model effective communication and make adjustments to course discussions in real time.

Demonstrates that learning outcomes are equivalent for offerings of the course in other modalities (if the course is offered in more than one modality)

Equivalent learning outcomes are not necessarily the result of equivalent activities or assessments throughout the course, although courses are required to have the same final assessment method across all modalities. This concern is applicable only for courses that will be offered in multiple modalities.

This equivalency is intended to ensure that students who take a course in one modality will be just as able to acquire the skills and knowledge from that course, and just as able to continue in any subsequent courses that build on that course, as students who take the course of the same catalog number and name in another modality. That is, learning

outcomes cannot differ based on modality, but assessments and activities should vary as appropriate. Addressing this part of the application should take place in both the Supplemental Questions and the submitted syllabus with

- CCI encourages instructors to write comparatively, explaining how offering the course with different modalities will result in identical outcomes, although interim assessments or activities may be different.

Includes an explanation as to how the modality will be leveraged to support the activities, assignments, and assessments in the course

For example, a course might use a synchronous online modality with a "flipped classroom" design, because the novel terms and concepts are easier learned if students learn initially via reading and comparing with their own intuitions. In such a course, the homework material used by students for their independent learning would be designed to both reinforce the novel terms and concepts with which students need to be familiar, and guide them through their first attempts at new problem solving. The synchronous meeting portion of the course would still allow the instructor to explain different approaches that were taken to solving homework problems, lead the class in practice real-time problem solving, and/or assign groups of students to breakout sessions for more heavily discussion-based collaborative reasoning. The explanation in the application would include specific mention of planned activities and assignments that serve the learning outcomes, and explain how those are addressed effectively with the selected modality.

Includes discipline-appropriate methods to safeguard academic integrity

CCI recognizes that the appropriateness of a final assessment, both as an evaluation of student progress and as a successful safeguard of academic integrity, will depend on various factors, such as the material of the course, the discipline-specific conventions of communication and work evaluation recognized by CSAs, and the evolving challenges of mitigating new strategies or technologies. CCI welcomes discussion of the factors that lead to the selection of a particular final assessment, including but not limited to how it addresses academic integrity concerns, how it compares to other courses taught by the same CSA, and how it compares to the practices that are currently standard in a given field.

Assuring academic integrity as part of online teaching is both a challenge and a frontier, with methods and tools changing and being added year by year. Proposals for online teaching should include a requirement that students taking online classes agree to follow the same academic integrity standards as students in in-person classes. In addition, instructors should be clear what parts of the course are intended for collaboration and direct sharing of ideas and information, and what parts (specific assignments, quizzes, tests) are intended to provide information on learning outcomes for individual students. In addition, the use of specific methods and tools for safeguard academic integrity should be listed. For example, online quizzes and tests can use systems that shuffle questions and answers. It may be appropriate to allow open-book quizzes or tests if the time for which they are available is limited (subject to modification is appropriate for an accommodation). CCI welcomes discussion of the factors that lead to the selection of a particular final assessment, including but not limited to how it addresses academic integrity concerns, how it compares to other courses taught by the same CSA, and how it compares to the practices that are currently standard in a given field.

Answers to Frequently Asked Questions (FAQ):

Q: Does an online version of a course have to be "better" than the in person version (if one exists)?

A. No. Neither the in person or any online versions of a course should be demonstrably better, worse, easier, or harder than any of the others. Students who take a course in a particular modality should neither be penalized nor rewarded for doing so.

Q: If I simply move lectures from the classroom to Zoom will I be granted Synchronous Online modality?

A. No. This is remote instruction (also known as emergency remote instruction), which can not be granted by CCI. Approval is granted by the leadership of the Academic Senate, or in some cases Academic Personnel Office, in consultation with the administration.

Q: Q:What if I have mixed modes of instruction? Which modality should I apply for?

A. We recommend thinking about it from the student's scheduling perspective. If the student regularly needs to be online at a specific time, we recommend selecting "Synchronous," because this will allow the student to see the course as part of their comprehensive schedule when they enroll. The actual balance of asynchronous versus synchronous activities should then be explained in both the responses to Supplemental Online Questions and in the course structure explanation of the syllabus.

Q: I want to have online closed book examinations but am concerned about academic integrity, are ProctorU and or Zoom Proctoring recommended?

A. CCI does not recommend the use of ProctorU or related remote proctoring but it is not prohibited. Instead of requiring online closed book examinations, CCI recommends examinations be re-worked so they are not susceptible to the potential for cheating inherent in online versions. Some alternatives to a proctored exam may include thoughtfully designed take home exams. Please see TLC resources for assessment & feedback for some alternative options.

Q: Can I hold an in person, timed final for my Synchronous or Asynchronous Online course?

A. While in principle this is possible, it requires advanced coordination of exam space with the Office of the Registrar, and clear communication to students in the course description. Instructors may wish to offer students the option to choose between either an in-person or proctored online exam.

Q: Can I hold mandatory in person secondary instruction (discussion sections, labs, office hours) for my online course?

A. Yes, however it is essential to make any in-person component transparent to students by noting the requirement in the course description. CCI does not recommend in-person synchronous meetings for asynchronous courses; however, CCI may consider exceptions with adequate explanation.

Q: Can courses that are approved for online or hybrid instruction also be taught in person as needed?

A. Yes. All courses that are reviewed (or have already been approved) for online or hybrid instruction of any type are also approved to be taught in-person as needed. No additional course forms are required for the in-person offering.

Q: Do I need to submit a revision for each format? Can courses seek approval for multiple online formats in a single revision / proposal?

A. Courses approved for one format of online or hybrid instruction will not be assumed approved for the other formats. If your department is considering alternating online formats in the future, we recommend this to avoid possible future revisions. Multiple online modalities can be selected in the same course form; you'll be required to answer the associated questions and attach a syllabus for each proposed format.

Q: If the course has been denied, am I allowed to resubmit for a different quarter?

A. Yes, please update the quarter if needed and revise response questions in CAT.

Q: If I work with the TLC, am I guaranteed course approval?

A. This does not guarantee approval but provides excellent support.

Q: Can I consult with the TLC on the design of my course prior to proposing it to CCI?

A. Yes. The TLC is available to work with you.

Q: If an existing course is approved for an online or hybrid, does it mean that all subsequent offerings have to be taught in the online format?

A. No, Course Sponsoring Agencies can choose to offer the class in an in-person format after earning online or hybrid approval. There is not currently an *online only* option.

Q: Can I see examples of applications that were granted online modality?

A. Yes. Contact the CCI Analyst (mgardea@ucsc.edu) for details.

Q: Can I see a list of courses with online approval?

A. Yes. Contact the CCI Analyst (mgardea@ucsc.edu) for details.

Appendix II.

Modality Report (Provided by the Office of the Registrar	
Fall 2023	
Instruction Mode	COUNT of Class Nbr
Asynchronous Online	58
Hybrid	10
In Person	1369
Synchronous Online	22
Grand Total	1459
Winter 2024	
Instruction Mode	COUNT of Class Nbr
Asynchronous Online	63
Hybrid	27
In Person	1331
Synchronous Online	20
Grand Total	1441
Spring 2024	
Instruction Mode	COUNT of Class Nbr
Asynchronous Online	51
Hybrid	24
In Person	1298
Synchronous Online	35
Grand Total	1408
Summer 2024	
Instruction Mode	COUNT of Class Nbr
Asynchronous Online	148

In Person	214
Synchronous Online	79
Grand Total	441

Appendix III.

CCI Course Modality CAT Questions

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CCI Course Modality CAT Questions
Last updated Fall 2024
</div>

1. Which **modalities** are you seeking approval for? (Modalities are articulated [here](.)[10])

   This course only has in-person, on-campus components:

   - In-person **only***

   Some component of primary instruction will take place within an online modality. Please select **all** that applies (i.e., please feel free to check more than one box):

   - My course will require in-person meeting space on UCSC campus, in addition to its online space (**HYBRID**: online + in-person)
   - My course has some/all class meetings online with specific times that students are required to contemporaneously attend (**SYNCHRONOUS**: online synchronous *component*)
   - My course does not have regular whole-class meetings online that students are required to attend (**ASYNCHRONOUS**: entirely online asynchronous). Required courses for undergraduate majors and minors, as well as graduate degrees, cannot be offered exclusively in an asynchronous online format. Required courses must be taught in-person at least once during any academic year in which they are offered.
   - My course uses a combination of modalities not captured in the checkboxes above. Explain (for example, "My course is asynchronous online but I have two required synchronous meetings: one for a course orientation, and another for students to give their final performances."). CCI will select which modality is most appropriate based on your response.

   * Note: All courses, once approved, are by default approved for in-person instruction. If you're requesting an online mode (online asynchronous, online synchronous, or hybrid), please submit a syllabus that is specific to that online mode. If you are proposing an in-person only course, provide a syllabus that reflects this. CCI recognizes that there may be differences in course structure, assessment, learning activities, etc., in each modality. Please also make the course schedule transparent to students in your submitted syllabus.

   Please note that final exams for courses that are fully online (synchronous, asynchronous, or blended online) are expected to be held in the same mode.

2. **New Course**: If seeking online or hybrid approval, what type of authorization are you seeking :

   - I am requesting provisional approval for online/hybrid instruction
   - I am requesting permanent approval for online/hybrid instruction

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[10] UCSC Instructional Modes: https://docs.google.com/document/d/e/2PACX-1vQomMoNZR0tvGQBvRMAOEK6m0wqVozhGCPPTbPmuQ5d3sIacXzqfEaYk04c1S1D06gKyddKvbKrFSJ2/pub

Course Revision: If seeking online or hybrid approval, what type of authorization are you seeking:

- New request: I am requesting a new authorization to teach the class online/hybrid
- Renewal: I am requesting permanent approval for online/hybrid instruction following a prior provisional approval
- Renewal: I am requesting an extension of the provisional approval period

3. In this modality, what **teaching strategies/approaches**[11] are used in the proposed modality? List responses that address each modality the course is taught in.

   Note: CCI understands that any course will use a range of available strategies. Also, faculty may want to include information about teaching strategies for students in their syllabi (optional).

4. In addition to the teaching strategies outlined in #2, are there logistical or pragmatic reasons (such as in summer session) for offering this course in this modality?

   Note: Pragmatic reasons may include the need to use in-person learning activities in addition to online ones, scheduling challenges or classroom availability, student access during summer, funding, etc. For requests based on faculty access or instructor needs, please contact Academic Personnel and/or CEP. If there are other reasons for which the most appropriate instructor of the course needs to be online, please address those here.

5. Describe **a representative week in the course** including how the instructor (and members of the teaching team when available) engage with students, and how students engage face to face or asynchronously with course materials and learning activities.

   For courses supported with Teaching Assistants, describe how Teaching Assistants engage with students through discussion forums, secondary discussion sections, feedback on submitted work, or through other means. If the course is not supported with Teaching Assistants, reply with "not applicable".

6. What components or course material are challenging for students (or do you anticipate students will find tough in a new course), and how have your course design decisions been tailored to address these struggles?

7. How will **academic integrity**[12] be maintained, and how are these approaches aligned with practices within your discipline?

   Note: If the type of assessments you plan to use are vulnerable to generative artificial intelligence, please include in your response how you plan to maintain academic integrity in light

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[11] Teaching Strategies/Approaches by Modality:
https://docs.google.com/document/d/1ItxsAm2TFkC7bPC2F8Q39XF5xG091SnaaPvei8LX7tM/edit?tab=t.0#heading=h.47rqq1knhzxp

[12] Teaching and Learning Center, Samply Syllabus Language, Academic Integrity:
https://docs.google.com/viewer?url=https://docs.google.com/document/d/17f8XYYVw2jrQ3u40-yonY5Q6-0vm8hqImimGW0xWoko/export?format=pdf

of this concern. The Teaching and Learning Center has [guidance on writing discipline- and course-specific generative AI policies](#)[13] on its website.

8. **Educational technologies** that are approved to use at UCSC are listed on [the Instructional Spaces and Technology website](#)[14]. These technologies have been vetted for disability accessibility and cybersecurity.

   - The educational technologies used in my course are approved technologies.
   - This course uses non-approved technologies. CCI recognizes that some non-approved technologies are discipline- or topic-specific. Provide details below.

9. Have stakeholders (e.g., programs that rely on this course as a prerequisite) been consulted about the proposed modalities? Please explain who was consulted and any responses/outcomes. If this course is required by programs sponsored by other CSAs, CCI strongly encourages consultation about modality.

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[13] Artificial Intelligence in Teaching and Learning: https://tlc.ucsc.edu/resources/artificial-intelligence-in-teaching-learning/

[14] Information Technology Services, Instructional Technology: https://its.ucsc.edu/fitc/

COMMITTEE ON DEVELOPMENT AND FUNDRAISING
Annual Report, 2023-24

The Committee on Development and Fundraising (CDF) serves as an interface between the Academic Senate and the Administration to promote faculty engagement in campus fundraising and development as well as to collaborate with University Advancement in those efforts. The Vice Chancellor for University Advancement (UA) and the Associate Vice Chancellor for Development sit with CDF. CDF has now completed its fourth year since formal Senate approval in 2019.

Summary of 2023-24

CDF has been preparing for the upcoming comprehensive fundraising campaign. In response to our Senate mandate to amplify faculty-led programs, CDF has been collaborating with UA to find ways to support Deans, College Provosts and Center Directors to build effective cases for support for faculty-led projects. We have prioritized our efforts on identifying projects that sit at the intersection of the Strategic Plan and the donor interests, as reflected by UA's 2023 donor interest survey.

I.   Identifying Key Areas for Development

By studying our existing donor database and conducting a preliminary survey of 6150 present and future donors (with a 20% response rate), UA was able to get a detailed look into the patterns and factors that impact our current fundraising outcomes, who is supporting our mission and why, and insights on how to strategize our fundraising campaign. While any future campaign will certainly be more broad, the preliminary analysis of the Committee this past academic year identified two important areas that are closely aligned with the Strategic Plan where donors had significant interest in investing:

- Student success
- Environmental resilience and justice

CDF has focused on these two specific areas to help develop cases of support, because we believe they are central to the future success of our university and where we have significant strengths that are ripe for catalyzing through donor investment. Over and above that, these two areas are clearly reflected across all five pillars of the Campus Strategic Plan. The Strategic Planning process illuminated a broad range of equity-focused, faculty-led initiatives in our campus. It also laid bare a dearth of assessment data on the impact those programs have on enhancing student success and/or environmental resilience and justice. This is particularly concerning for CDF because private donors and foundations are primarily interested in funding initiatives that build on prior clear demonstrated metrics of success. Vision is necessary but not sufficient. Demonstrated metrics of prior success are a critical risk mitigation strategy used by foundations and private donors in making funding decisions.

II.   Diversity, Equity and Inclusion in Fundraising

We developed a plan for faculty-led Diversity, Equity and Inclusion (DEI) workshops with UA leadership, which will be offered in the 2024-2025 academic year. These workshops are geared to

build UA capacity to more effectively amplify scholarly excellence of scholars of color on campus. During AY23-24 we hosted a pilot workshop, entitled "Shifting the Narrative: The Impact of Strength-based Perspectives". We will adapt the AY24-25 workshop series based on outcomes from this workshop. Specifically, future workshops will be faculty-led and be tailored for UA staff seeking actionable insights for prioritizing and elevating the perspectives and experiences of socially, culturally and economically diverse communities. Ideal UA participants are committed to identifying areas of fundraising inequity that support systemic racism and changing these fundraising structures to bolster equity and scientific excellence in our campus. Participants will explore best practices for establishing a framework for centering DEI efforts in fundraising narratives. Participants will also receive guidance in conducting asset and transformation mapping, as well as tools to assist them in framing strategic fundraising plans.

III.   Key Consultations and Points of Impact

One of our Committee's goals this year was to initiate engagement with the Council of Provosts in helping them identify faculty-led projects for each of the two donor priority categories described above. We have been working with UA to provide guidance to them on how to identify faculty-led projects for which they can build an effective case of support. This includes guiding them on how to craft a compelling narrative based on assessment data that effectively backs their project priorities. Importantly, drawing on guidance from private foundations on what makes for a successful case for support, our Committee has been particularly interested in amplifying faculty-led programs with robust assessment structures demonstrating statistical impacts of success. In other words, the identified projects should be accompanied by assessment data that clearly demonstrates how the selected programs have advanced student success and/or environmental resilience and justice.

As part of our discovery process this year we asked the Council of Provosts to produce brief summaries of projects addressing the following questions: How does the project advance student success and/or environmental resilience and justice? What makes the project transformative? How are success and impact documented? How will the project inspire donors via impact stories? What are the funding needs? What will be the impact of fulfilling those funding needs? How will this create transformative change in the campus community or in the field of study? This endeavor was an incredibly valuable exercise for the collaboration in order to begin a co-creating process that we are convinced will prove key in future donor conversations. Our joint goal is to highlight and empower faculty voices and programs in the campaign. The Council of Provosts in close collaboration with CDF are interested in co-developing cases over the next year for Colleges-wide initiatives. Once we have identified the projects, we plan to invite Provost and faculty leaders to present the projects to the UA Development Team and CDF for feedback in order to develop successful cases for support.

IV.   Plans for 2024-25

We plan as part of our Committee work next year to continue our fruitful collaboration with the Council of Provosts, and to extend our outreach to Center Directors in developing successful cases for support for their units. We will also have an open call for our campus community to share with both CDF and UA any faculty-led programs that are closely aligned with the Strategic Plan and donor interests identified by the Committee based on the UA survey.

Respectfully submitted,

COMMITTEE ON DEVELOPMENT AND FUNDRAISING
Shiva Abbaszadeh
Vilashini Cooppan
Sikina Jinnah
Mayanthi Fernando, *sits with,* Council of Provosts Representative
Mark Davis, *sits with,* Vice Chancellor for University Advancement
Priya Mehta, *sits with,* Associate Vice Chancellor for Development
Enrico Ramirez Ruiz, *Chair*

August 31, 2024

SANTA CRUZ: OFFICE OF THE ACADEMIC SENATE

April 30, 2020

FOUNDATION BOARD
University of California, Santa Cruz

Re: A New Granting-Funding Model for the Board Opportunity Fund, in Partnership with the Senate Committee on Development and Fundraising

Dear Foundation Board Members:

I write as chair of the Senate Committee on Development and Fundraising (CDF), a committee charged with working with University Relations (UR) to promote faculty engagement in campus fundraising and development. We are comprised of faculty members from all academic divisions, along with the Council of Provosts and the Vice Chancellor of University Relations (as *sits with*).

We have joined forces with UR and the Office of Research (OR), groups dedicated to the UCSC fundraising enterprise, to launch what we hope will be a fruitful new partnership. Our aim is to enhance research funding, targeted to promising, interdisciplinary projects that are consistent with the goals of the Foundation Board. This partnership would allow us to think creatively about innovative, small-scale seed-funding, while increasing the visibility of the Foundation on campus and in outreach to faculty. We are all committed to the same cause, as articulated in the terms of the Board Opportunity Fund (BOF) application: to further fundraising success and/or to strategically raise awareness and visibility for UC Santa Cruz.

We turn to the BOF because of its history of seeking out promising ideas that, if seeded, have a good chance to blossom into impactful new initiatives. These are faculty-led research initiatives that offer potential undergraduate and graduate student research experience as well as mentorship. The BOF's early support for the Genome Project is a good example. Knowing that the BOF has traditionally reviewed and funded projects on an individual basis, we propose a different funding model in which the BOF would be the source and CDF the reviewer-grantor. This would enable the BOF to fulfill its goal—to give back to the campus a portion of its funds and to identify the highest and best possible use for them—while relieving trustees of some of the vetting responsibility regarding those projects for which they may feel underequipped.

We would like to propose the following experimental one-year pilot: for the 2020-21 academic year, the BOF would reserve a total of $36,000 to be dispersed in amounts up to $12,000 for three to four projects, with CDF functioning as a faculty vetting-review committee. Each proposal would be forwarded with the traditional sponsorship of a trustee.

What are the benefits of this new funding model?

A. Benefits to the campus:

1. Rather than addressing one-time needs of a single project, a pipeline of projects would be created, in varying stages of development before being eligible for large-scale government or foundation grants. UR would provide the logistical support to train faculty in making effective presentations and identifying potential audiences, public and private. The aim would be to nurture these nascent ideas, coordinate and help them move forward.

2. A cooperative ecosystem of campus funding possibilities would be developed in order to move forward projects from across campus divisions and disciplines in an efficient, coordinated fashion.

NEWSCENTER

Three interdisciplinary projects receive seed funding from UCSC Foundation

June 30, 2020
By Public Affairs

Three interdisciplinary projects have received seed funding from the UC Santa Cruz Foundation following a campuswide call for proposals issued by the Office of Research.

Each project will receive $12,000 during the 2020–21 academic year as part of an experimental, one-year pilot project designed to build relationships between faculty and trustee "sponsors" of each project. The larger goal is strengthening the faculty role in campus fundraising, and putting faculty-initiated research projects at the center of campus philanthropy, said Susan Gillman, professor of literature and chair of the Academic Senate Committee on Development and Fundraising (CDF).

After applying for a $36,000 Foundation Board Opportunity Fund (BOF) grant, the CDF reviewed 17 proposals, identified three, and presented them the BOF committee at its meeting last month. On June 6, the foundation approved the grant proposal.

The three projects are:

- **Center for Monster Studies:** Michael Chemers, professor of dramatic literature, says a Center for Monster Studies will provide a vehicle for the interdisciplinary study of how societies define and decide how to frame and punish difference and deviance. In their application for funding, Chemers and co-principal investigators Elizabeth Swensen, assistant professor of art and design in Games and Playable Media, and Noah Wardrip-Fruin, professor of computational media, wrote: "The benefits of taking monsters seriously have been long acknowledged by anthropologists and psychologists, but we locate our critique firmly within cultural studies insofar as its central emphasis is an inquiry into cultural practices, seeking to unlock the mechanics of identity construction."
- **Community-Engaged Scholarship at UCSC:** The seed funding for this project, which is led by Rebecca London, assistant professor of sociology, will be used to help establish a Campus + Community Center on campus. The center will serve as a central hub of resources for scholars and organizations that participate in community-engaged scholarship. Based in the Institute for Social Transformation, the center will identify best practices for community-engaged scholarship, including establishing a set of values and support systems for faculty and community partners that will foster productive collaborations. Seed funds will specifically support the hiring this summer of graduate and undergraduate students to help write grants. The larger aim, London says, is to further "embed community-engaged research into the UCSC fabric."
- **Building a Culture for Health:** Politics Professor Matt Sparke is leading an interdisciplinary team that will investigate health inequalities with a focus on the health of underserved LatinX migrant communities. The team's goal is two-fold: to research the health needs of vulnerable migrant and homeless populations, and to develop a pipeline for health-worker training from high schools through community colleges and UCSC. Sparke says "This larger vision of a health worker education pipeline will build on community connections that UCSC researchers have already been fostering in our local Santa Cruz and Pajaro Valley communities," said Sparke. Seed funding will cover the cost of workshops that will bring together community-based organizations and community health workers, fostering relationships and collaboration that will lay the foundation for subsequent applications for significant funding.

Gillman, called the seed funding effort "the start of a new direct faculty-Foundation partnership."

COMMITTEE ON DIVERSITY, EQUITY, AND INCLUSION
Annual Report, 2023-24

To: The Academic Senate, Santa Cruz Division

The Committee on Diversity, Equity, and Inclusion (CODEI) undertakes studies of policies and practices regarding equity, fair hiring, and diversity; makes recommendations to appropriate campus bodies; and regularly confers with other administrative units and Senate committees about a broad range of issues related to diversity, equity, and inclusion. CODEI reviews waivers of open recruitment requests for Target of Excellence and partner/spousal hire requests. This report provides an overview of the issues the committee addressed this academic year and highlights recommendations for next year's CODEI.

COMMITTEE ISSUES AND ACTIVITIES

This year, CODEI continued to focus on working with and assessing the effectiveness of recently implemented structures for improving diversity, equity, inclusion, and access on campus. These include the appointment of Associate Deans for DEI in each division and the third year of a fully implemented Faculty Equity Advocates (FEA) program. The committee continued to consult with the Senate Equity Advocate, Kimberly Lau, and Vice Chancellor of Diversity, Equity, and Inclusion (VCDEI) Anju Reejhsinghani.

I.   Update Committee Charge

The proposal to change the committee's name from the Committee of Affirmative Action and Diversity (CAAD) to CODEI went before the Senate on May 24, 2023. Following the Senate meeting, an electronic ballot circulated to Senate members and the Senate overwhelmingly voted in favor of the proposed name change. Effective July 1, 2023, CAAD became known as CODEI and its charge was updated accordingly, in 2023-24.

Informed by the 2022-23 recommendation from the Committee on Rules, Jurisdiction, and Elections (CRJE), this past fall CODEI put forth revised language in the committee charge to better align our Senate committee with campus diversity, equity, and inclusion institutional priorities and goals. Additionally, removing the term "affirmative action" and adding "equity" and "inclusion" updates institutional commitments to marginalized communities across multiple areas, including race, gender, sexuality, and able-ism. These changes also align UC Santa Cruz practices with precedents set at other UC campuses including UC Los Angeles and UC Riverside. UC Davis remains the only campus who still includes Affirmative Action in their Academic Senate committee name. Reducing student representation from three to two also aligns this committee with other Senate committees and ensures a more workable composition for this small committee. The amendment passed.

II.   CODEI Consultations with Campus Units

A. Kimberly Lau, Senate Equity Advocate
CODEI was fortunate to have standing meetings with the Senate Equity Advocate (SEA) Kimberly Lau in her first year in this Senate position. SEA Lau met with the committee as

a whole and with Chair Arredondo several times each quarter, throughout the academic year. SEA Lau advised CODEI on specific Senate processes regarding revising and updating the committee charge, and partnered on key items such as CODEI's longstanding efforts to develop a campus-wide mapping of DEI resources. Additionally, it included our new efforts to address how administrative changes to FTEs on our campus will impact access to the UC Presidential Postdoctoral Fellowship Program (PPFP) hiring incentive plan. SEA Lau and Chair Arredondo consulted twice with SEC about our preliminary proposals regarding PPFP processes on our campus, and we received helpful feedback for revisions which we discussed with CODEI. At least once per quarter, Chair Arredondo, SEA Lau, and Analyst Hurdis met together with representatives from other Senate committees to discuss specific issues relevant to CODEI and other Senate committees, including the committees of Faculty Welfare (CFW), Academic Personnel (CAP), and Career Advising (CCA).

B. Anju Reejhsinghani, Vice Chancellor of Diversity, Equity, and Inclusion (VCDEI)
The CODEI committee met twice this year with Vice Chancellor of Diversity, Equity, and Inclusion Anju Reejhsinghani, on March 11, 2024 and June 3, 2024. In our pre-consultation memo of March 5, 2024, we asked about ways CODEI could collaborate with the Vice Chancellor in building institutional structures to support students and faculty. We asked: How can the Office of Diversity, Equity, and Inclusion (ODEI) play a role in raising the visibility of DEI resources on campus, and especially website information and reporting structures for Title VI issues? Finally, we hoped to learn more about how the Associate Deans of DEI are selected, compensated, and charged with unique duties in different divisions. In our meeting of March 11, 2024, Vice Chancellor Reejhsinghani offered updates about a number of our concerns, specifically regarding ODEI's developments in staffing and the website, the *Leading the Change* initiatives, and UC one-time funding for leadership training and development for instructors, staff and students. The committee was encouraged that Vice Chancellor Reejhsinghani and ODEI is working to develop important programs; we recognized that they are still nascent, and we hope to see them flourish in the future.

Several of our questions were left unanswered, however, so we returned to them in our pre-consultation memo of May 15, in which we reiterated our interest in hearing a report back on the spring retreat of the Associate Deans of DEI, updates about local and UC-wide DEI training for faculty and students, and whether suggestions made in June of 2023 for the ODEI website and Title VI reporting had been considered. In our meeting of June 3, we were encouraged to hear back about the spring retreat of the Associate Deans of DEI in which many issues about which we had questions were discussed, including (variable) compensation, resources, expectations and deliverables. We were pleased to hear that an equitable open call for Associate Dean positions is supported across the board (not only for ADs of DEI). We suggested Vice Chancellor Reejhsinghani have the ODEI conduct a short survey with the Associate Deans of DEIs this summer (either through Qualtrics or exit conversations) to assess their experiences, needs, and suggestions moving forward. We were also informed that staff roles, including managerial and administrative positions would be revised to better support ODEI needs. ODEI will also be developing a visible, organized flowchart mapping equity resources via an updated website by the end of the

summer. In addition, Vice Chancellor Reejhsinghani reported that ODEI has secured one-time UCOP funding to develop a series of asynchronous and synchronous DEI training resources. Overall, we were pleased to hear back on many issues of mutual concern, and look forward to supporting Vice Chancellor Reejhsinghani in implementing these strategies.

III.   Participation on University Committee on Affirmative Action, Diversity, and Equity (UCAADE)

The CODEI chair participated in four full-day meetings during the academic year with UCAADE, which gathers representatives from the comparable committees at each UC campus (many with different names), under the direction this year of UCAADE chair Jen Burney (UCSD). Our local reports from Santa Cruz focused on the implementation of the Faculty Equity Advisors (FEA) program, campus climate, and the especially severe impact at UC Santa Cruz of the statewide housing crisis. Staff numbers and compensation continue to be a shared concern across the system, and housing remains a major barrier to hiring and retaining staff and faculty. These meetings provided important insights into system-wide equity, inclusion, and access challenges that were in turn shared with CODEI. Information was shared about differential campus impacts of the protests and encampments related to events in Gaza and the subsequent UAW strike.

UCAADE consulted with Doug Haynes, VP for Academic Personnel and Programs, to review the UC's stepped-up investments in programs like the Faculty Diversity Awards and Advancing Faculty Diversity Initiative. Program effectiveness evaluations are underway. In addition to regular reports from Academic Council Chair James Steintrager, UCAADE met with Director of the President's Postdoctoral Fellowship Program Mark Lawson and received updated data about the successes of the program: not only did the vast majority of Fellows move on to tenure-track jobs, but considerably more UCPPD hires have been retained after tenure than is the average for faculty from underrepresented groups. UC committed significant new funds toward maintaining this program for several years going forward.

Other major issues discussed at UCAADE were the following: (1) the ongoing implementation of proposals for instituting ethnic studies requirements for UC admission from high school and via community college transfer; (2) continuing to monitor for differential research and teaching impacts of Covid among different faculty constituencies; (3) noting that the Advancing Faculty Diversity initiatives were not widely publicized across the UC system, including at UC Santa Cruz; and (4) continuing to share information and monitor UC-wide and campus-specific policing strategies.

IV.   President's Postdoctoral Fellowship Program (PPFP)

In response to recent administrative changes that centralized all FTE in the office of the EVC, and in keeping with campus and system-wide goals to diversify the faculty, CODEI and SEA Lau took the initiative to review the implications of UCSC's centralization of FTE for the PPFP hiring incentives from UCOP. We reviewed the past ten years of PPFP hiring processes on our campus and assessed equity of distribution across divisions and departments. CODEI drafted two potential processes for our campus to continue benefiting from this program, and developed two flowcharts intended to align the PPFP process with existing broader hiring practices across the campus.

Notably, when ranked by campus size, UC Santa Cruz has hired the highest number of President's Postdoctoral Fellows, although UC Irvine has hired the highest total number. CODEI and SEA Lau consulted twice with SEC regarding our preliminary proposals and received valuable feedback. We will be revising these initial proposals in AY 24-25, again in consultation with SEC.

V.   CAP and CODEI Collaboration: Recommendations for DEI in Personnel Reviews

At CAP's invitation, CODEI partnered with CAP to address longstanding faculty concerns regarding assessing their contributions to diversity, equity and inclusion in personnel reviews, specifically in their personal statements. Together, the chairs of CODEI and CAP met three times, and reviewed and revised existing statements to clarify best practices for faculty candidates and for department chairs tasked with personnel reviews. These revised documents, "CAP's Top Ten Tips for Faculty Preparing Personnel Files (2024)" and "CAP's Top Tips for Department Chairs (2024)" are posted on CAP's website and CODEI has linked to them from our website.[1]

VI.   CODEI and CFW: Family Friendly Recommendations

VPAA Lee approached CFW with a request to develop family friendly recommendations for department chairs. CFW Chair Sher in turn invited CODEI Chair Arredondo to consider partnering in responding to this request. Both committees discussed what form such a set of guidelines should take (e.g. best practices, guidelines, policy, etc.), and consulted with VPAA Lee. Together we agreed to develop guidelines. If those prove insufficient, then we agreed to revisit the need for creating relevant policy. CODEI recommended, and CFW agreed, to a process led by CFW. Accordingly, CFW will be drafting a proposed set of guidelines in AY 24-25 which CODEI will be reviewing and offering feedback on. Once finalized, CODEI will help to distribute and raise visibility of this resource for department chairs.

VII.   Subcommittee Work

MLK Convocation
CODEI participated in the organizing committee led by Diversity, Equity, and Inclusion Vice Chancellor Reejhsinghani for the 39th Annual MLK Convocation, held at the Santa Cruz Civic Auditorium on February 21, 2024. The committee chose to hold events over a few days in January and February (to celebrate Black History Month), which included: convocation speaker (keynote event) in early February, community engagement, and student engagement. The convocation speaker was Bryant Terry, who is a Bay Area artist, publisher, and author who works in food justice activism. He has received a James Beard Award, an NAACP Image Award, and an Art of Eating Prize. Mr. Terry's most recent book, *Black Food*, received widespread praise and was hailed as the most critically acclaimed American cookbook of 2021. Mr. Terry met with faculty and students on the day of the keynote, and students were able to attend a student-only multimedia event where Mr. Terry led them through preparation of a meal. The community engagement activities included making wellness kits to be distributed by local nonprofits, and participation in the MLK march in Santa Cruz.

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[1] CAP's Top Ten Tips for Faculty Preparing Personnel Files (01-05-2024) & CAP's Top Tips for Department Chairs (01-05-2024)

VIII. Correspondence

This academic year, CODEI issued correspondence on 16 requests. Below is a summary recap of that correspondence.

Systemwide
- Proposed Revisions to Senate Bylaw 55: Departmental Voting Rights (November 2023)
- Systemwide Senate Review Proposed Regents Policy on Use of University Administrative Websites (March 2024)
- Regents Policy on Public and Discretionary Statements by Academic Units (April 2024)
- Second Review of Proposed Senate Regulation 424.A.3 (Area H) (May 2024)
- Final report of the University of California Systemwide Advisory Workgroup on Students with Disabilities (May 2024)
- Proposed Academic Senate Statement on UC Quality (April 2024)

Divisional
- Formal Review of Proposed Revision to CAPM 100.500 and Establishment of New CAPM 103.500 (October 2023)
- Request for Review: Revisions to the Death Policy & Procedures (November 2023)
- Leading the Change Strategic Plan Final Report (December 2023)
- Implementing Procedures for UC's Abusive Conduct in the Workplace Policy (January 2024)
- CEP: Request to Review ADA Compliance Officers request for DRC Access to Canvas (April 2024)
- Equity Concerns (May 2024)

In addition, CODEI reviewed five waivers of open recruitment proposals (four spousal/domestic partner proposals and one target of excellence).

We continue to note with concern the administration's decisions to approve numerous waivers of open recruitment. We also note that some such approvals come despite careful assessments and recommendations from CODEI. We are especially concerned that the administration is agreeing to divisional appointments, even for untenured faculty. Our assessments follow the criteria stated in the CAPM 101.000. We approved four of five waivers in 2023-24 but some of the approvals came with serious concerns, which we expressed clearly in our assessments. We understand our role is advisory, but we wish to note our concerns in this annual report about this discrepancy in approving waivers.

IX.   Considerations for 2024-25 CODEI

- Continue collaboration with CFW and VPAA Lee regarding guidelines for department chairs in support of building more family-friendly practices for faculty and staff on our campus.
- Continue collaboration with CCA and SEA Lau in how to provide better institutional support for BIPOC faculty and their invisible workload.
- Continue partnership with SEA Lau and SEC to further our proposals for PPFP hiring incentives, and to ensure better transparency and equity amongst the divisions and departments.

- Continue to collaborate with VCDEI on efforts to streamline, highlight and publicize DEI efforts on campus, including coordinating efforts of Associate Deans of DEI and divisional Faculty Equity Advocates (FEAs). In CODEI consultations with Associate Deans of DEI, both in AY22-23 and AY23-24, they noted a variety of ongoing concerns, including the need for designated staff support to help carry out plans and the need to train Department Program Managers as equity partners in DEI activities and reporting. Several reported a need for guidelines on their responsibilities, as they spent inordinate amounts of time on individual grievances that did not allow them to focus on larger DEI issues. Also, noting that CODEI/CAAD had representation in the past on the DEI office's committee for considering funding requests, CODEI has not been involved for the past three years as the VCDEI office completes its restructuring. The CODEI chair will monitor that CODEI has representation on appropriate committees.

- Invite the chair of the Faculty Equity Advisors (FEAs) to a CODEI meeting to determine ways to collaborate. Learn about what they are doing and about the effectiveness of the program. Review the training materials for FEAs (sent by VPAA Lee in spring 2023) and any updated materials to obtain a better understanding of the two-year rotation and recruitment for FEAs.

- Assess the needs of disabled faculty and their access to equitable accommodations to determine an appropriate plan of action in collaboration with appropriate campus units. This has become an especially notable concern for disabled faculty since the arrival of COVID and subsequent addition of accommodation needs.

CODEI wishes to especially thank the undergraduate and graduate student representatives who consulted with and informed their respective member-representatives, as well as our incomparable Committee Analyst Rebecca Hurdis.

Respectfully Submitted,

COMMITTEE ON DIVERSITY, EQUITY, AND INCLUSION
Jackie Gehring *(F, W)*
Jennifer Gonzalez   Nathan McGregor, GSA Representative
Dianne Hendricks   Alessia Ramos, SUA Representative
Minghui Hu *(F)*   Akira Swan, SUA Representative
Jeremy Sanford
Rachel Walker *(S)*
Gabriela Arredondo, *Chair*

August 31, 2024

COMMITTEE ON EDUCATIONAL POLICY
Annual Report 2023-24

To: Academic Senate, Santa Cruz Division

The Committee on Educational Policy's (CEP) responsibilities include the review of the undergraduate programs and their program statements, and consultation with other Academic Senate Committees and administrative units on a broad range of issues concerning undergraduate education. In addition to these routine activities, the committee also spent time reviewing issues related to normalizing a variety of course modalities as we move online education forward. We also undertook a significant additional workload by reaffirming the replacement of missing grades with a P policy for periods where outside factors impact faculties' ability to enter grades in a timely manner and advocated for funding to complete these tasks when work extended beyond normal duties.

The committee has dealt with the following issues this year:

I.   Dean's Honors to Part-Time Students

In 2022, VPDUE Hughey proposed for the committee to consider revising SR 11.6 by extending the Dean's Honors to include students with part-time status. The committee sought to extend Dean's Honors recognition to students who have succeeded in a given term within the personal, familial, economic or other constraints they face, regardless of their unit load. Following helpful feedback from the Committee on Rules, Jurisdiction, and Elections (CRJE), CEP proposed a revision to this policy, and this revised policy was approved by the Academic Senate following its March 2024 meeting.

II.   Certificates

Campus interest in certificates has increased; for instance, Leading the Change, the 2023 strategic plan, included a recommendation to develop multiple new certificates via the colleges. A subcommittee was formed to examine active certificates on campus and current CEP policy on certificates, which is quite limited in scope. The subcommittee also explored approaches to certificates at other UC campuses. It was ultimately determined that a significant revision to current policy should be developed, in addition to revisions to the APU (Academic Programs and Units policy and procedures document). After much discussion, the committee developed a draft policy that, among other things, more clearly defines certificates and lays out criteria for their assessment. Crucially, approved certificates would focus on areas of study outside the purview of any single department, major, minor, or concentration. They would address unique curricular needs and minimize redundancy in campus curricular offerings and student coursework. The new policy has not yet gone live, as time ran out before the committee could finalize a plan for how to most fairly and effectively manage the growth, diversity, and comparative assessment of certificates in the coming years. Next year's committee will very likely address this last component early in the fall quarter.

III.   Course Code Proposals Requests

We have seen increased requests for unusual course codes beyond approved CSAs. While on paper these seem reasonable, there also appears to be an attempt to work around previous CEP decisions not to approve any new programs until classroom and budgetary concerns have been properly addressed. We recognize that education is constantly evolving, and we cannot remain stagnant. We also must contend with challenges that are unique to our campus and ensure any evolution is done with careful consideration of student impact. Student feedback largely indicated a desire for simplified pathways and time to degree and that many of these would ultimately have minimal impact or visibility when job seeking.

Baskin Engineering has been seeking to revitalize a divisional course code for "Experiential Learning" since 2021, however many of CEP's initial concerns continue to make us proceed cautiously. These concerns include faculty oversight, classroom space impact, and perhaps most notably, clarity on why these courses could not be offered by faculty teaching in their home departments as clusters. We particularly wanted to know how students can have experiential learning experiences in courses that advance their progress to degree. We ultimately contended that given the scope of this proposal, it would be best for additions and revisions to be coordinated and routed through the Vice Provost for Academic Affairs Lee's office.

The Colleges also presented a proposal for a unique course code spanning all the Colleges which we had challenges approving. Members noted that some colleges had course offerings that had been on the books for decades without review which raised doubts that they would be approved in today's climate. Concerns were also raised as to who would supervise faculty given that many of the courses currently offered in the Colleges are taught by Unit 18 Lecturers. Without divisional oversight, as we see in most CSA's this would seem to give the Council of Provosts exceptional authority. While we did not approve the proposal this year, we did leave the door open to further consideration given the two conditions that a full curriculum Analysis and mapping happen prior to approval, and that each course moving to the COLL designation receive CCI review and approval.

IV.   Campus Climate

Undergraduate education was heavily impacted this year by two main things: (I) A shortage in TAs due to an overall reduction in the number of graduate students on campus following the UAW strike of 2022-2023; (II) The global crisis related to the events of October 7th in Israel and the war in Gaza which immediately followed. From here on, we focus on major campus events and repercussions for student learning and wellbeing, as well as statements issued by the SUA (Student Union Assembly) related to these impacts, especially in relation to undergraduate education.

Towards the end of fall 2023, the Student Union Assembly (SUA) issued a request which acknowledged challenges which impact student ability to succeed academically during the global crisis and war in Gaza and asked for leniency on a number of parameters: to extend deadlines for Incompletes, for applying for P/NP; for submitting all final work, as well as extensions for submission of final grades by instructors. CEP and CCI sent a joint correspondence drawing a distinction between events that impact the structural functioning of the university (e.g. campus closures, widespread power outages at UC Santa Cruz, public health isolation events) and other

events in the world that don't fall in that category. CEP provided a list of existing policies and petition processes for students.

On March 4, 2024, SUA issued a statement demanding recognition of Israel's violation of Palestinian human rights. The statement calls for Boycott and Divestment from Israel and corporations complicit in occupation of Palestine and genocide in Gaza, including SUA funds as well as funds derived from UC Santa Cruz tuition fees and UC funds generally.

On May 1, 2024, in the wake of related protest actions held on other campuses, students at UC Santa Cruz erected tents at the Quarry Plaza in resonance with the refugee crisis in the Gaza strip, where residents fled their bombarded neighborhoods to live in makeshift living arrangements in designated 'safe zones'. Students at the encampment lived together and staged teach-ins in which they taught and learned about the current crisis in Gaza, the history of occupation of Palestine and the oppression of Palestinians, and the history of Palestinian resistance to occupation, ethnic cleansing, and genocide. Shortly after the creation of the encampment, SUA issued a statement calling for the protection of the encampment, demanding that campus administration not call in the police to disrupt the encampment, and that campus leaders keep students safe by allowing food, water, and other necessities to enter the encampment. The statement also called on campus leaders to meet with student reps to discuss the demands for boycott and divestment and to ask faculty for leniency of various sorts (see details below) towards students involved in the encampment. This was followed, on May 9, 2024, by a petition to students to support these demands, and on May 13, 2024, by a letter addressed specifically to CEP, asking for the following: attendance leniency; extensions on the submission of all work; accessibility to class materials; graduation guarantees for graduating students; and protection of faculty and staff who showed up in solidarity with the protest. Following a consultation with the SUA on May 13, 2024, the CEP chair sent a memo to the SUA requesting an updated proposal given that some of their demands were outside of CEP's purview. The committee did not receive a response.

Undergraduate education was also significantly impacted by the UAW Unfair Labor Practice strike action between May 20 - June 7, 2024, during which graduate student TAs withheld their labor, including instruction, office hours, and grading. In solidarity with the UAW strike, the encampment moved to the Barn area and students engaged in campus disruptions, including blockage of both entrances on May 20-21; in response, Chancellor Larive and CP/EVC Kletzer, in collaboration with the Senate, called for remote teaching and learning from May 20th - 24th, and again from May 28th- May 31st. In person instruction resumed on June 3rd. A significant amount of remote learning continued until the end of the quarter, to avoid crossing the physical picket line and in solidarity with the UAW strikers. Together with the TA strike, this has impacted learning very significantly in the last three weeks of the quarter.

On June 7, at the very end of the quarter, the strike was paused by a TRO (Temporary Restraining Order). While the UAW agreed to end their strike, many students have still not received their grades. This is because, given the TAs contracted weekly work allowances, it was difficult to compress three weeks worth of grading and finals into the seven remaining working days that remained until the grade submission deadline on June 18, 2024. While graduate student leaders had offered to have TAs complete and submit grades in exchange for revoking charges for protest activity, the offer lacked substantive validation and was not considered something all TA's would support given the quarter had ended. CEP's policy from end of fall 2022 (the previous UAW

strike), formulated and reviewed by three CEP committees with different make-ups, states that missing grades will be converted to Ps approximately 30 days after the grade submission deadline—a policy which avoids undergraduate impacts such as financial aid eligibility, graduation eligibility, does not affect overall GPA, but does satisfy major prerequisites and general education requirements - and gives faculty and TAs the ability to complete grades and replace a P with the more definitive grade.

During the last few weeks, CEP received templated emails from many students protesting the policy and demanding that CEP make sure that accurate grades are assigned on time by pressuring administration to negotiate with UAW to end the strike. CEP made good efforts, in the first wave of these messages, to explain the P policy to students who were genuinely confused. CEP chair Cuthbert sought CEPs support for a templated response to further waves of protest emails, but CEP found it challenging to reach consensus on the very short notice determined by grading deadlines.

V.   CCI's recommendations for Revised Course Modality Questions

The Committee on Courses of Instruction (CCI) requested CEP and Graduate Council (GC) review of revised questions regarding course modality as a way to streamline and clarify questions that are to be asked of instructors as they develop new courses or significantly modify existing courses. CCI and the Teaching and Learning Center (TLC) worked together to develop a sheet of Teaching Strategies/Approaches (by modality) to support instructors when responding to the revised questions. CCI also linked to important resources regarding Generative Artificial Intelligence, approved educational technologies, and modality definitions. The revised questions will be implemented in CAT during the early fall 24 quarter.

VI.   Undergraduate Education Resources

a. *Computer Science and Engineering Enrollment Management Request*
The committee provided feedback to the Senate Chair on the Computer Science and Engineering (CSE) Enrollment Management Plan for 2024-25, including frosh and transfer student admissions targets for this impacted program. Unfortunately, it appears that admissions offers had already been made to applicants before we received the plan to review. CEP is deeply concerned about the impaction issues in the department and the degrading quality of the undergraduate educational experience that this necessarily entails in spite of the heroic efforts of the CSE faculty and staff. The situation is at a critical crossroads where it is not enough to keep impaction from increasing; rather, it must be reduced. The committee discussed the possibility of proposing a temporary suspension of admissions for one or more departmental majors, in order to give the department (and BSOE and central administration) breathing room to generate a more permanent solution to the impaction problem. Proposing a suspension is an extreme step and one that would require thorough consultation and careful consideration by next year's CEP, but we see it as a very real possibility now and wish to communicate to all parties the depth of our concern about the current state of affairs in CSE.

b. *Science Excellence Discovery Seminars Proposal*
CEP reviewed the revised proposal for discovery seminars for first-year science-intended students. CEP raised concerns about where the faculty overseeing these courses would be

seated, which departments have committed faculty to these seminars, and requesting stakeholder feedback from the departments in the division. In addition, CEP has some continuing concerns about the resources and space requirements of this program, as well as faculty governance and oversight.

c. ***Baskin Engineering Experiential Learning Proposal***

CEP reviewed a proposal to reactivate the Baskin Engineering's course code (ENGR) for use by the Experiential Learning Faculty Group. CEP notes that this faculty group's focus is on low-volume (i.e. small classroom) teaching. CEP is concerned that core aspects of the Engineering curriculum required for graduation are being defunded (very large classes, inadequate TA funding, etc.) while some of these experiential learning classes not required for graduation appear over-funded by comparison. While small classroom teaching is an admirable idea, CEP wonders whether small classroom teaching opportunities should perhaps be distributed across all engineering departments and faculty, rather than being restricted to a particular faculty group.

d. ***Math for Life and Environmental Sciences: Math 16 A/B Sequence***

In fall 2023, CEP consulted with Associate Dean Martin Weissman and Mathematics Undergraduate Vice Chair Frank Bäuerle regarding the launch of the new mathematics (calculus) sequence for life and environmental sciences majors (Math 16A/B sequence). The committee produced a coordination statement and assisted affected departments in integrating the new course series into their program statements. Math 16A will be offered for the first time in Fall 2024, with plans to offer it every quarter thereafter. Math 16B is planned to be offered for the first time in Winter 2025. The committee appreciates the work of the Mathematics department in developing this promising new mathematics sequence which will better serve the needs of majors in several departments.

e. ***Removal of College 1 as a prerequisite to Writing 1***

This academic year, CEP received a request by the Writing Program to remove College 1 as a prerequisite for Writing 1. This occurred after a study by the writing program determined that the prerequisite of College 1 for the Writing Program was creating barriers for our students and making it increasingly challenging for the Writing Center to mount their curriculum in a cohesive manner. After reviewing the proposal by the Writing Program, CEP agreed with their assessment and approved the removal of College 1 as a prerequisite. It is our expectation that this decision will eliminate barriers to student completion of lower division writing courses, accommodate changes in placement and student preparation, and better achieve equity.

f. ***CCI Request: Undergraduate Teaching Assistant (UTA) Form and Process***

This academic year, CCI received an increase in Undergraduate TA (UTAs) applications and noted that the policy, guidelines and process needed to be revised. CCI requested CEP, GC, Committee on Teaching (COT), and Academic Personnel Office (APO) to review the revisions to ensure that undergraduates are properly being vetted and supported in their work as a TA. CEP supported the addition of: UTAs should have demonstrated preparedness to serve, either by having achieved a grade of A in the course for which they will TA or in subsequent courses in a sequence, or by other evidence of academic preparedness, which should be explained in the appointment request. UTAs should

complete the course on teaching ethics for TAs currently in use on the campus. TAs are expected to complete the course as part of their compensated time.

g. *Physics 6 Lab Offering: Impacts to Molecular, Cell and Developmental Biology and Ecology and Evolutionary Biology*
This academic year, CEP was asked by PBSci (MCD Biology, EEB, and Physics) to approve a post-deadline correction to the catalog for 2024-2025, and also retroactively, for 2023-2024. These changes were made necessary due to non-anticipated budgetary cuts, and involved a reduction in lab courses Physics 6M and 6N, which were originally added as corequisites to Physics 6b and 6C. it was originally calculated that the addition of lecture and lab requirements to MCDB and EEB core curricular requirements would require nearly 50 additional TAships, which PBSci had committed to providing in the previous budgetary allocation (prior to cuts), which turned out to be incommensurate with the reality of what can be provided. Since no alternative options seemed to be available, and since otherwise, the changes would have to be handled off-catalog by advisors, CEP approved the retroactive changes, even though this was an unusual and unfortunate step to have to make. CEP also approved the plan to drop the PHYS 6L prerequisite to PHYS 6M and 6N to accommodate MCDB and EEB students who will need to take one of the other labs.

h. *Committee on Planning and Budget's (CPB) Annual FTE Call*
Over the academic year, Chair Cuthbert joined CPB for meetings with deans from each division to hear their recruitment plans moving forward. While it was clear that this would be a lean year for recruitment, Decanal responses were reasonable and carefully thought out while expressing frustration at the lack of funding. CPB voiced concern that the Faculty 100 policy may be at risk because of these low recruitments. CEP had data compiled regarding current faculty makeup and was very concerned that about 51% of all faculty are at Professor Step 1 or higher, which seems to indicate a looming "brain drain" in the classroom and senate.

VII.   Annual Program Statement Review

Following the previous year's catalog program statement review, CEP and Graduate Council requested an earlier submission date for departments and programs to the Senate by a month, moving the deadline from December 15th to November 15th. This change helps to support the campus goal of having the Senate program statement review complete by May 15th in order for the catalog to be published in early July.

- *Transfer admission screening and major qualification proposals*
Earth Sciences B.S.
The Committee on Educational Policy (CEP) reviewed a proposal from the Earth and Planetary Sciences Department to introduce a transfer admissions screening policy for the Earth Sciences B.S. major that included courses that were not part of the major qualification policy, including one calculus course and either one introductory chemistry or physics course. Data provided by the department and using the IRAPS dashboards indicated that transfer students that complete one quarter of calculus and one quarter of general chemistry prior to matriculation are more likely to be retained in the major than those that do not. The completion of one quarter of calculus also appears to be a good

predictor of timely graduation for frosh admitted as proposed Earth Sciences majors. CEP therefore approved corresponding modifications to both the transfer screening requirements and the major qualification policy to ensure that frosh admits and transfer students are subjected to the same standards to the extent possible.

Computer Science and Engineering
The department proposed significant changes to the transfer admission screening and of the Computer Science B.A. and B.S. majors. Some of the changes were motivated by the belief that many of the community college courses that currently articulate to CSE 13S - Computer Systems and C Programming, one of the current transfer screening courses - do not adequately prepare students for upper-division major requirements. Other changes were proposed to accommodate the creation of a new "pathway" in the Computer Science B.A. that would allow students to take a python-based course, CSE 101P - Introduction to Data Structures in Python, as an alternative to CSE 101 - Introduction to Data Structures and Algorithms.

CEP was initially reluctant to approve the proposed changes to the transfer screening policies because they would require many students to complete at least one major qualification course during their first quarter at UC Santa Cruz (CSE 13S for Computer Science B.S. majors and CSE 13S or CSE 40 for Computer Science B.A. majors). Ideally, transfer screening policies should mirror major qualification policies so that students who fail a course in their first quarter do not have to find an alternative major midway through their junior year. As a compromise, the department agreed to admit any transfer student that satisfies the new screening requirements (CSE 12, CSE 30, and two quarters of calculus) to the Computer Sciences B.A., thus creating a pathway for Computer Science B.S. majors who fail CSE 13S in their first term to transition to an alternative major compatible with their interests. Frosh admits will still need to take CSE 12, CSE 30, MATH 19/20A and MATH 19/20B plus CSE 13S for the B.S. and CSE 13S or CSE 40 for the B.A. since they will have the opportunity to take the courses well before the major declaration deadline.

- ***Baskin Engineering's post matriculation requirement policy***
  We sought clarification from Baskin Engineering regarding the requirement for pre-approval of transfer credit taken post-matriculation policy. In our review process, we noted that the requirement was removed from the Baskin Primary page due to Baskin no longer requiring pre-approval. During our program statement review, there was confusion from departments that may not have been aware of this divisional policy change or its removal from the primary page. For example, the Computational Media B.S. still referred students to the Baskin Primary page for additional policies such as, "the need for students to obtain preapproval before taking courses elsewhere," despite that specific policy no longer being on that page. Other departments, such as Computer Science & Engineering and Electrical and Computer Engineering had the policy directly in their program statements.

  We reached out to individual departments impacted, and although we did not receive responses from all, we did receive enough to get a much clearer picture of the issues. The committee agreed that the departments and not the division should be setting their own policy regarding the Postmatriculation Requirement Policy. Since it will no longer be on

Baskin's divisional page, the language of the policy referencing the division needed to be updated. CEP proposed updated language for those departments that would like it included in their 2024-25 (or future) catalog statements. We also offered to add any applicable language to the Course Substitution Policy section for the affected programs, as program statements had already been submitted, reviewed, and for the most part approved.

VIII.   LEGISLATION AND POLICIES

The following issues were discussed by CEP. Legislation was approved by the Academic Senate or a policy was approved by the committee. The general objective was to simplify and provide better clarity regulations and policies.

a.   *Revisions to the Policy for Enrollment in Greater than 19 Units*
Last year, the VPDUE Hughey submitted a request for CEP to consider updating the unit policy to permit all students with a cumulative GPA of 2.0 or higher to have the ability to enroll in up to 22 units starting the first day of instruction and without special process of permission. The committee expanded the student opportunity and responsibility by significantly automating the process of enrolling in greater than 19 credits. This year, the committee reviewed the policy to revise to account for summer session offerings and will be revised in the next academic year.

b.   *Credit Hour Policy*
The vast majority of lecture courses on our campus carry 5 units of credit and a standard academic load consists of approximately three 5-unit courses per quarter. Although 4-unit courses are rare on our campus, they are relatively common at other UC campuses on the quarter system, where a standard academic load consists of approximately four 4 unit courses per quarter. Several course sponsoring agencies have expressed an interest in expanding their offerings of 4-unit (and other non-standard) course offerings. Given that classroom scheduling is based on a 5-unit standard, the potential expansion of courses carrying other, non-standard units of credits raised concerns given the limited classroom space available on our campus. CEP therefore discussed its policies regarding the number of credits carried by undergraduate courses. CEP concluded that an extremely strong justification must be provided for lecture courses that carry 4 or other non-standard units of credit. There is more flexibility regarding the contact hours for laboratory, studio, and field courses with "independent studies," by definition, allowing less contact time, and public colloquia may involve more. For more information, please refer to the revised credit hour policy at CEP's policy webpage.

c.   *Disciplinary Communication (DC) Policy and Requirements*
The committee learned that some courses that satisfy the disciplinary communication (DC) requirement did list any writing courses as prerequisites. After discussing this issue, the committee confirmed that the satisfaction of the entry-level writing (ELWR) and composition (C) requirements are mandatory prerequisites for all courses that satisfy the DC requirement. CEP will update the information on all websites in the following year with complete guidelines.

d.   *Transfer Admissions and Major Qualification Policies*

To avoid delays in the review of program statements, the committee decided to separate the review of revised program statements from proposals to modify transfer screening and major qualification policies beginning next year. The rationale for this decision was that proposals to change transfer screening policies and major qualification policies are inherently complicated and should be supported by data concerning their impact on student success, retention, timely graduation and diversity. Many departments lack the ability to gather and analyze such data and campus support for this work is quite limited, which can lead to significant delays in the review of the proposals and the approval of revised program statements. Undergraduate programs have been asked to propose changes to transfer screening and major qualification policies independently of their program statements using a web-based form which includes updated advice concerning the best practices for the policies based on the results of a survey of undergraduate programs.[1]

The committee has determined that changes to screening request and major qualification requirements will no longer be part of the program statement requirement, and any proposal should be submitted separately to CEP for review. These changes were announced in summer 2024 to departments and programs.

IX.   Systemwide Representation

a.   *University of California Committee on Preparatory Education (UCOPE)*
Member Tamkun served as the CEP representative to UCOPE for the academic year. CEP provided informal feedback to UCOPE on several topics, including the report and recommendations of the Entry Level Writing Requirement Task force; the potential revision of Senate Bylaw 192 (which describes UCOPE's charge); and the proposed structure and charge of a new ELWR-Coordinating Council that would provide guidance regarding this requirement.

b.   *University of California Committee on Educational Policy (UCEP)*
Chair Cuthbert served as a voting member of UCEP. In addition to his regular duties, he led the review process for UCDC's self-evaluation, which while initially challenging and problematic, ultimately resulted in a successful review with several key priorities raised which will hopefully assist UCDC's continued success. Other key challenges UCEP reviewed were careful review and consideration of modalities, particularly in cases where students were taking unusually high numbers of online courses, and seeing their GPAs increase. This obviously could lead to impacts to UC Quality and reputation, which continued to be a theme we returned to. There was also concern raised over the Regents expressing the view that in some specific areas, we should be considered 10 unique campuses that should govern themselves, which led us to question what authority UCEP would have at all in that reality. All of these themes will continue to be considered in the following years.

X.   Academic Program Establishment, Modification, Suspension and Discontinuance

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[1] The google form questions can be found on CEP's Policies and Guidelines website.

- The Environmental Studies department discontinued the Environmental Students/Earth Science combined major.
- Classical Studies proposed a name change to Global Ancient Studies Program (GLAS). The Senate did not support it at this time.
- The Astrophysics B.S. major moved from the Physics Department to the Astronomy and Astrophysics Department effective for the 2024-25 academic year.
- Critical Race and Ethnic Studies put forth a proposal for a Science and Justice minor. The Senate reviewed and requested revisions. A revised proposal has not returned to the Senate.

XI.   Reviews

This academic year, CEP reviewed and responded to the following:

Systemwide
- Second Review of Proposed Senate Regulation 424.A3 (Ethnic Studies) (April 2024)
- Final Report of the University of California Systemwide Advisory Workgroup on Students with Disabilities (May 2024)
- Proposed Academic Senate Statement on UC Quality (May 2024)

Divisional
- Global Engagement's Bi Lateral Exchange University (October 2023)
- VPDUE Request: AP, IB, and the Composition General Education (October 2023)
- CP/EVC's Formal Review of Proposed Revision to CAPM 100.500 and Establishment of New CAPM 103.500 (October 2023)
- CP/EVC's Revisions to the Death Policy and Procedures (November 2023)
- Writing Program's Proposal to Remove College 1 as Prerequisite to Writing Courses (November 2023)
- Leading the Change Strategic Plan Final Report (December 2023)
- VPDUE's Proposed Syllabus Policy (January 2024)
- Senate to CSA's re Guidance on Course Syllabi (January 2024)
- AVP Sketo-Rosener re Clarification re Chemistry Redesign and SCR 9.1.8 (January 2024)
- VPAA's Math Fellow Series (January 2024)
- VPAA's Agroecology B.A. Three Year Interim Report (February 2024)
- Global Engagement's Bi Lateral Exchange University (March 2024)
- Computer Science and Engineering Enrollment Management Plan (May 2024)
- VPAA's Five Year Perspectives List 2024-2028-29 (May 2028)
- VPAA's Mathematics Education B.A. and Math B.S. Interim Reports
- Classroom and Modalities Advisory Committee (CMAC) Year One Report (May 2024)
- WASC Draft Institutional Report (May 2024)

Additionally, CEP participated in the external review process for the following departments and programs. For the ERC Charge, CEP provided supplemental questions for the following departments: Applied Mathematics, Art, Astronomy and Astrophysics, Film and Digital Media, History, Economics, Biomolecular Engineering, Politics and Legal Studies, and Sociology. CEP reviewed the following departments for their mid-cycle reviews: Anthropology, Critical Race and Ethnic Studies, Electrical and Computer Engineering, Performance, Play & Design, and the Writing Program. CEP attended the closure meetings for the following departments: Education, Molecular, Cell and Developmental Biology, Music, Statistics, and Physics.

TIM requested an extension for their external review and noted concern with extending the review cycle in regards to potential problems that the program might be facing.

There were several departments and divisions that did not meet the campus deadlines and will need to roll over to the following academic year. As noted in last year's annual report, many departments and divisions continue to not meet the campus deadlines. CEP, GC and CPB sent joint correspondence to the Deans on June 3, 2024 noting that, in the past few years, the materials associated with the external review process of academic programs have often been delivered late (not allowing sufficient time for careful committee review), or not submitted at all. Furthermore, it stated that these chronic delays greatly impact the work of Senate committees in scheduling and completing mandatory reviews. While the committees will do their best to expedite reviews when materials are significantly delayed, these delays may result in Senate committees deferring reviews to the following academic year. Additionally, as these delays will result in Senate committees being unable to schedule formal review of other requests, we will reserve the right to delay review of any departmental requests in cases where external review materials are outstanding (absent an approved extension).

The committee also received one posthumous degree request. Like last year, the committee delegated to the University Registrar approval for posthumous degree and certificates when the criteria have been met.

CEP also reviewed five FTE personnel requests and one FTE reduction of appointment requests.

XII.   OTHER ITEMS
a. *Global Engagement*
i. *Bi-lateral Exchange Requests*
CEP approved the following university programs for bi-lateral exchanges using the rubric that was established in 2021:
- Nayang Technological University
- Pontifical Catholic University of Chile
- University of Galway
- Osaka University
- Sciences Po Toulouse
- Sciences Po Saint-Germain-en-Laye
- University of Helsinki
- Leiden University
- Bocconi University
- University of St. Andre

The following were not approved due to concerns and the need for additional information:
- University of Warsaw
- Ashoka University
- University of Puerto Rico

ii.   *Bi-lateral exchange request to remove enrollment caps*

In the fall, VPDUEGE Hughey requested to remove the current enrollment caps for removal of the inbound bilateral exchange student limit on UC Santa Cruz-based bilateral exchange programs set when the partnerships were launched.

CEP determined to not remove the caps completely. Instead, CEP supported a phased rollout by increasing the current cap of 30 students per year by 5 additional students per year for the next 3 years with the intention of an additional review by CEP after 3 years to see if challenges persist, or if the cap can be completely removed at that time. This will increase the cap to 35 students in 2024/25, to 40 in 2025/26, and to 45 in 2026/27 with further review happening that year to evaluate any lingering challenges.

b. *Online Course Efficacy*

Early in fall quarter, VPAA Lee and AVPEI Tassio presented CEP with their report, "Impacts on Online Instruction in Prerequisite Courses on Student Performance in Postrequisite Courses". This report presented data regarding the evaluation of the efficacy of online courses. The committee noted the small sample size and that the comparison of face-to-face courses and online courses should both be intentionally designed. CEP will continue to work with the relevant Senate committees to assess course modalities.

c. *UC Compact*

There was much discussion at the beginning of the academic year regarding Governor Newsom and the University of California's Multi-Year Compact and the impact this might have at UC Santa Cruz. Ultimately, there was little guidance of how this would be implemented.

d. *Review of CEP Policies*

i. *Incomplete Regulation*

A student receiving an incomplete grade (I) must complete the coursework by the end of finals week of the following quarter. A CEP subcommittee investigated extending this deadline. UC Berkeley and UC Irvine have a deadline of one year; all other UCs have a deadline of 1 quarter or 3 months. The subcommittee studied data from IRAPS showing the percentage of incompletes that convert into NP/F grades. There was some discussion that an extended deadline might reduce the NP/F percentage, but also concern that the longer the coursework was delayed, the harder it would be for the student to remember sufficient context to complete the coursework, perhaps inadvertently increasing the NP/F percentage. Consequently, the subcommittee recommended maintaining the current one-quarter deadline but noted that a student can request a credit by petition from the instructor or course sponsoring agency in truly exceptional situations.

ii. *Removal of Student Based Fees*

The committee worked with University Registrar Sanger to remove the student-based fees on petitions and enrollments for the following:
- Removal of Incomplete ($10),
- Add by Petition/Permission ($10), and
- Change of Study List - CCI approved requests ($10)

This change brings UC Santa Cruz into alignment with other UC policies.

e. VPDUE's Proposal for Syllabus Policy

Responding to an inquiry from VPDUE Hughey, and in consultation with the Committee on Courses of Instruction, the Committee on Teaching, and the Graduate Council, CEP discussed the possibility of (a) creating a policy on syllabi that would include more Senate oversight and (b) creating a comprehensive, campus-wide database of syllabi. After careful consideration, the collective sense of these four committees was that the current policies are sufficient. CCI reviews course syllabi when a new course is approved or when significant changes (such as a change in modality) are proposed, but the logistics and specifics of how a course is managed are within the instructor's purview. Requirements to post syllabi in a database raise questions regarding intellectual property, academic freedom, workload, and upkeep for staff. Recognizing that questions concerning syllabi sometimes arise, the committees drafted a joint letter to Course Sponsoring Agencies, collecting information concerning syllabus policies and best practices. The January 31, 2024 letter is posted on CEP's policy web page.

f. UNEX

In the winter quarter, UNEX Dean Agarwal requested to consult with CEP regarding a collection of courses that UNEX was proposing to offer including a premed post baccalaureate, first year transition academy, and academic preparation for success. The request for these three clusters of courses was to initiate the use of XSC courses. Ultimately, since they are not program proposals, this is the purview of CCI and CEP continues to consult with CCI to determine an appropriate path forward.

g. Major Qualification Subcommittee

The major qualification subcommittee convened again this year and consulted with Articulations Officer Sawyer and Degree Progress Unit Director Paradies.

h. DRC Access to Canvas

DRC has requested a shift in the policy of access to Canvas courses from an opt-in to an opt-out format. CEP supports this shift. This would allow DRC staff to be able to more easily convert materials to accommodate DRC students. Under the current system, DRC staff have to reach out to faculty individually to request access to materials. The reason given by DRC to change this policy is related to a very high non-response rate from faculty in the current opt-in format. Various subcommittees expressed concerns about limiting Canvas access for both student privacy and faculty intellectual property concerns. CEP continues to endorse the DRC plan with the understanding that limitations will be placed on what materials DRC staff have access to. Senate correspondence from CIT, CODEI, COT and GC was sent to the DRC Director, ADA compliance officers, ACPAA Greene and AVPEI Tassio to determine next steps.

i. Emergency Remote Authorizations requests

In spring 2023, CEP and GC developed an Emergency Remote Authorization pathway for CSA's. The google form states:

> The Committee on Educational Policy (CEP) and Graduate Council (GC) will consider applications for online modalities made on non-pedagogical grounds including, but not limited to, the availability of Santa Cruz-based instructors, enrollments larger than available teaching spaces, and strategic growth of enrollments for Course Sponsoring Agencies (CSA's) curricular goals. Emergency Remote approval is not intended to be a repeated path and should not be considered ongoing. This form is for one-time approval for up to one year.

Computer Science and Engineering 101, Computational Media 180, and Statistics 17 and 131 were approved as a onetime exception.

XIII. CEP Representation on UC Santa Cruz Committees

a. *Classrooms and Modalities Advisory Committee*

Due to the unique crisis of classroom availability on our campus, a task force was assembled to look at the underlying issues and causes, and the potential relief that may be available through the implementation of a variety of solutions with an emphasis on modalities. UC Santa Cruz is unique in the system for being so overwhelmed by the lack of sufficient classroom space that we have challenges finding appropriate times to even repair or update spaces. The conclusion of the first year's work of this committee resulted in a thorough report which laid the groundwork for continued work and consultation. Senate Committees were appreciative yet cautious in their response to this report, citing concerns over maintaining UC Quality, and responded that some of the issues being addressed were within Senate purview and more appropriately taken up there.

b. *Academic Advising Council*

The Academic Advising Council considers all aspects of undergraduate academic advising at UC Santa Cruz. The council met monthly throughout 2023-24 with a focus on four areas: defining and professionalizing academic advising; student belonging, relationship building and proactive advising, the improvement of advising tools; and assessment.

c. *Technology Enhanced Teaching and Learning Advisory Committee.*

This committee brings together staff and faculty "to review and consider instructional technologies explicitly in the context of working towards campus priorities, making recommendations to the executive sponsors, while guiding the campus in making strategic and sustainable investments in instructional technologies." The 2024-2025 committee developed principles and a corresponding template for evaluating requests for renewing or newly adopting educational technologies. The committee also discussed emerging issues, such as the use of AI by edtech companies. TETL will continue its work in 2024-25, with CEP representation.

XIV. Carryforward 2024-25

The carryforward for the next academic year continues to have persistent themes and issues from previous CEP's.

a. *Revisions to the Major Qualification policy, forms and process*
b. *Assessment of Online Course Policy*

CEP, GC and CCI to continue discussions to determine if and how the policy and/or supplemental questions should be modified.

c. **Classroom Capacity**
Continue working with CPB, additional Senate committees, and campus stakeholders to develop guiding principles for classroom capacity issues.

d. **Assessment of Directed Self Placement (DSP) and Mathematics Placement Exam**

e. **Replacement of Missing Grades with a P Policy**
Continue to review the policy to revise to ensure the consultative process with the administration regarding resources.

f. **Revisions to the Policy for Enrollment in Greater than 19 Units**
Continue to review the policy to revise to account for Summer Session offerings.

The committee would like to extend their gratitude to the many students, faculty, and staff who helped CEP fulfill its obligations. CEP members would like to specifically thank our student representatives, the Associate Campus Provost for Academic Success Greene, and the Assistant Vice Provost for Educational Innovation Tassio for the tireless work of keeping CEP members— and everyone else on campus—informed during continued trying time. We would like to also specifically thank our partner committee CCI, and CCI Chair Rysling who helped deepen collaboration between our committees.

Throughout the year, CEP was provided with valuable input from Associate Registrar Kalin McGraw, and Assistant Vice Provost Stacey Sketo-Rosener from the Office of Campus Advising Coordination as well as our student representatives and Dr. Kimberly Lau, Provost of College Nine and John R. Lewis College. We also wish to convey deep gratitude to analysts Rebecca Hurdis and Morgan Gardea for the enormous amount of work they did in supporting the committee and serving as a repository of knowledge about CEP activity in previous years. UC Santa Cruz's Academic Senate analysts as a whole are a tremendous asset, and we are happy to recognize them as such.

Respectfully submitted,

COMMITTEE ON EDUCATIONAL POLICY
Cormac Flanagan
Hiroshi Fukurai *(W)*   Kimberly Lau, Provost Representative
Alma Heckman *(F, W)*   Jamie Hindery, SUA Representative
Xavier Livermon   Stephanie Sanchez Toscana, SUA Representative
Kyle Parry
Ivy Sichel
John Tamkun
Eileen Zurbriggen
Tchad Sanger, *ex officio,* University Registrar,
Amanda Rysling, *ex officio,* CCI Chair
David Lee Cuthbert, *Chair*

August 31, 2024

COMMITTEE ON EMERITI RELATIONS
Annual Report 2023-24

To: Academic Senate, Santa Cruz Division

The Committee on Emeriti Relations (CER) met once each quarter during the 2023-24 academic year. This year, CER's proactive agenda included continued collaboration with the Emeriti Association and the CP/EVC on the Edward A. Dickson Emeriti Professorship Award, and consultation with Pathways to Retirement Faculty Liaison Don Brenneis. The committee also continued to monitor improvements at the UC Retirement Administration Service Center (RASC) through secondhand reports from CUCRA/CUCEA (Council of University of California Retirees Associations/Council of University of California Emeriti Associations), the campus Retirement and Emeriti Center (REC), and an informal CER survey of those retiring in the last two years.

The Chair of CER is an *ex-officio* member of the Committee on Faculty Welfare (CFW) and attended committee meetings throughout the year. The Chair also represented CER on the Retiree and Emeriti Center Steering Committee and attended the CUCRA/CUCEA meetings in fall 2023 and spring 2024.

I.   The Edward A. Dickson Emeriti Professorship Award

The Edward A. Dickson Emeriti Professorship is an endowed award distributed to the ten UC campuses under the authority of the EVC of each campus to recognize the teaching, service, and research of UC emeriti. In 2015-16, by request of former CP/EVC Alison Galloway, CER assumed management of the award and collaborated with the UCSC Emeriti Association to re-envision the award and create a new process and guidelines for the award on our campus.

Edward A. Dickson Emeriti Professorship Awards 2024-25
The call for 2024-25 proposals went out to Senate faculty, divisional deans, and department chairs on November 8, 2023, with a deadline for submissions of January 15, 2024. The call resulted in two proposals, both from Social Sciences. The proposals were forwarded to the Emeriti Association Dickson Award Review and Nomination Committee, which passed its recommendation to CER. CER, in turn, sent a final recommendation to the CP/EVC for approval. CER is pleased to continue its collaboration with the Emeriti Association in this endeavor.

2024-25 Dickson Professorships were awarded to:[1]

Catherine R. Cooper, Psychology Department
Project Title: Stackable Credentials and Career Ladders into Healthcare Professions: Mapping Challenges and Resources for Low-Income and Underrepresented Students

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[1] CER Dickson Emeritus Award Webpage: https://senate.ucsc.edu/committees/cer-committee-on-emeriti-relations/dicksonprofessorship/index.html
UC Santa Cruz Newscenter announcement of 2024-25 Dickson Emeriti Professorship Recipients, June 18, 2024: https://news.ucsc.edu/2024/06/dickson-emeritus-professorship-2024.html

Professor Cooper will conduct interviews with students, educators, and healthcare providers at the student- and organizational-level to study challenges in building stackable credentials that create ladders for low-income students to advance from high school through community college, bachelor's, and postgraduate degrees to become successful healthcare professionals.

G. William Domhoff, Sociology/Psychology Department
Project Title: Corporations and their Relationships to Policy-Oriented Nonprofit Organizations in the United States

Professor Domhoff will expand his recent study on congressional legislative impacts of 250 corporations and six policy-oriented non-profits (foundations, think tanks, and policy discussion groups) in the U.S. to include 500 corporations and 93 non-profits. The research should determine the degree to which "liberal leaning, centrist, and conservative leaning policy-oriented non-profits share directors in common with corporations and each other," allowing a finer-grained understanding of how money impacts public policy in Congress.

Additionally, the Committee received reports of previous Dickson Award recipients applauding their successful concerts, book talks, publications, and retreats. Dickson awardees shared their research and performances with the campus and the public. All emeriti faculty are encouraged to apply for the Dickson Emeriti Professorship Award, which is awarded annually. CER plans to do additional advertising to solicit proposals in 2024-25, and to remind emeriti that they are also eligible to apply for funding through the Committee on Research Faculty Allowance Program (CFA).[2]

II.   UC Retirement Administration Service Center (RASC)

CER continues to monitor the work of RASC and encourages those considering retirement to access resources to ease their transition into retirement.

Exemplary work was undertaken by two previous CER chairs (Judith Aissen and Judith Habicht Mauche) to survey recently retired faculty on their experience with RASC. Their work, in concert with similar efforts at other campuses, led to changes at UC RASC in 2022-23, such as a reduction in wait times for appointments and responses to inquiries.

In January 2024, CER contacted thirty-one UCSC faculty who have retired since the last CER survey was conducted in 2021 (between 7/1/21 and 12/31/23). In past surveys, respondents noted difficulties encountered with issues ranging from long delays in receiving retirement payments, insurance transitions, and difficulty in gaining appointments or responses to email or phone calls to RASC. However, the January 2024 query showed it was mostly those who retired in 2021-2022 who reported significant difficulties. Those who retired in 2022-2023 reported a more positive experience. This supports what RASC avers: continued improvement in customer service.

In 2024-25, the Retirement and Emeriti Center Steering Committee (with representatives from UCSC Silver Slugs, CER, and the Emeriti Association) developed a more extensive questionnaire that has not yet been launched. Once the survey is launched, faculty and staff are encouraged to

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[2] Committee on Research Faculty Allowance Program (CFA): https://senate.ucsc.edu/committees/cor-committee-on-research/grant-applications/cfa-application-info.html

participate and provide feedback to help CER advocate for timely and comprehensive service from RASC, as CER is aware that some difficulties do persist. CER will continue to monitor these issues.

III.   UCSC Pathways to Retirement Program

The campus Pathways to Retirement program[3] can be accessed by all faculty considering retirement. CER encourages all faculty to talk with Professor Emeritus Don Brenneis, the UCSC Faculty Retirement Liaison, as part of their preparation for retirement. As its website notes, the program is part of the campus commitment to supporting faculty in shaping their ongoing engagement with their departments and the broader scholarly community, and aims to make the transition to retirement a smoother process for faculty and their departments/programs. For more information, contact Professor Emeritus Brenneis (https://apo.ucsc.edu/retirement/liaison.html).

The committee consulted with Pathways to Retirement Faculty Liaison Don Brenneis on June 10, 2024. Brenneis noted that the number of meetings that he had with faculty planning to retire had declined in the 2023-2024 cycle, with eight consultations rather than the thirty-five to forty in previous years. He reported a good mix of divisional representation, but fewer retirees proportionately in the Social Sciences accessing the program. He noted that Pathway to Retirement (PTR) agreements are normally for a one- to three-year period and vary significantly, depending on space/resources and other needs of the department and division concerned. In consultation, it was agreed that Faculty Liaison Brenneis and the CER Chair would explore the possibility of arranging a meeting for the two parties, a representative from the Academic Personnel Office (APO), and the associate deans, to discuss and advertise the program in 2024-25. Faculty Liaison Brenneis also mentioned that he had met with department chairs during fall divisional chair meetings to advertise the program in the past, and suggested that it might be worth repeating this effort in fall 2024. CER and Faculty Liaison Brenneis will continue to look for other opportunities to advertise the program, so that faculty planning to retire may be aware and take advantage of this valuable resource.

CER has long held that there needs to be some aggregate accounting of the relative success and impact of this relatively new initiative. In addition, CER has been concerned for some time about the apparent disparity in resources provided to emeriti faculty across departments and divisions. Having an annual accounting of how many Pathways agreements were initiated, how many were successfully negotiated, and what categories of provisions they included by division, would be one data point in potentially identifying and assessing the impacts of these disparities. In June of 2023, CER sent a memo to VPAA Lee and requested that the Academic Personnel Office (APO) generate an annual report, to be provided to the Pathways to Retirement Faculty Liaison and CER, listing how many Pathways to Retirement agreements are initiated each year in each division, and how many are successfully negotiated.[4] Unfortunately, CER received no response to this request. In spring 2024, CER sent a second request to VPAA Lee for a Pathways to Retirement Annual report.[5] CER should follow up on this request in 2024-25.

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[3] Pathways to Retirement UCSC Webpage: https://apo.ucsc.edu/retirement/index.html
[4] CER Chair Habicht Mauche to VPAA Lee, 6/08/23, Re: Request for Pathways to Retirement Program Annual Report
[5] CER Chair Foley to VPAA Lee, 6/21/24, Re: Follow Up on 2023 Request for Pathways to Retirement Program Annual Report

IV.   Senate In Memoriam

In winter 2021, the Senate Executive Committee (SEC) voiced its support of a proposal from the Committee on Emeriti Relations (CER) to include an In Memoriam in the Call of each spring Senate meeting. The In Memoriam lists the names of recently deceased colleagues who were Senate members at the time of death. It may also, at the discretion of the Chair of the Senate, include names of other colleagues. The time frame reported on is from March 1 of each year to February 28 (or 29) of the next. This year's CER continued the annual tradition of creating and submitting a Senate In Memoriam to the spring Senate meeting call.

A copy of the 2023-24 Senate In Memoriam may be found on the Academic Senate website as an enclosure of the May 2024 spring meeting agenda.[6]

CER thanks these distinguished teachers, researchers, artists, and mentors for their many contributions to the UCSC community.

V.   Additional Retirement Issues

Improved health insurance benefits for out-of-state retirees and post-mortem email access were issues raised in the 2023 CER Annual Report that have yet to be resolved.[7] This year's CER encourages next year's committee to continue to monitor these issues.

Acknowledgements
Our committee thanks our Academic Senate Analyst Jaden Silva-Espinoza, along with Senate Director Matthew Mednick and Executive Assistant Michele Chamberlin for their expert support, and guidance.

Respectfully Submitted,

COMMITTEE ON EMERITI RELATIONS
Margaret Azmitia
Ólöf Einarsdóttir
Shelly Errington
Jorge Hankamer
Alexander Sher, *ex officio*
Kathy Foley, *Chair*

August 31, 2024

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[6] Senate In Memoriam 2023-24: https://senate.ucsc.edu/senate-meetings/agendas-minutes/2023-2024/2024-may22-senate-meeting/cer_senateinmemoriam-2024_scp2092.pdf
[7] Committee on Emeriti Relations Annual Report, 2022-23: https://senate.ucsc.edu/committees/cer-committee-on-emeriti-relations/cer-annual-reports/cer-annualreport-2022-23_scp2069.pdf

COMMITTEE ON FACULTY WELFARE
Annual Report 2023-24

To: Academic Senate, Santa Cruz Division

The Committee on Faculty Welfare (CFW) met bi-weekly throughout the academic year; members also represented CFW on several other Senate and campus committees—the Advisory Committee on Campus Transportation and Parking (ACCTP), the Committee on Emeriti Relations (CER), the Senate Executive Committee (SEC), the systemwide University Committee on Faculty Welfare (UCFW), and the systemwide Health Care Task Force (HCTF).

CFW's work in 2023-24 focused on developments both on campus and systemwide with regard to issues affecting faculty welfare and faculty quality of life detailed below.

I. Salary Analysis

Chair Sher provided an oral report on the following salary analysis findings at the spring Academic Senate Meeting on May 22, 2024. The full CFW Faculty Salary Report may be found on the CFW Senate webpage.[1]

A. *Background:*

CFW has monitored faculty salaries for over a decade with the main focus on the parity of the University of California, Santa Cruz (UCSC) faculty salaries and those of the faculty in other University of California (UC) campuses. In addition to tracking the gap between the faculty salary at UCSC and other UC campuses, CFW has consistently argued that such analysis needs to include cost of living. Even though the Academic Senate issued a resolution in 2019-2020 asking for the cost of living adjustment (COLA) to be included in annual administrative salary analysis reports, CFW's salary reports continue to be the only reports that include a cost of living analysis.

B. *Key Findings:*

CFW found that based on the latest available UC-wide salary data, for the year of 2022, most UCSC faculty are paid less than their peers in other UC campuses. The comparison was done for the median salaries for the three ranks (Assistant, Associate, Full Professor), on both the Regular (REG) and Business/Economics/Engineering (BEE) Professor salary scales. The UCSC median was lower for Assistant and Full Professor ranks in the REG series and for the Full Professor rank in the BEE series. Significantly, when adjusted for the cost of living, median salaries of all UCSC Professor ranks within both series became lower than the corresponding median salaries in all UC campuses.

The Special Salary Practice (SSP) instituted in 2008 had an explicit goal of equating UCSC faculty salaries to the median salaries across the UC system (9 campuses). This goal has not been achieved. Our previous analysis showed that the modification of the SSP in 2017

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[1] Committee on Faculty Welfare Homepage: https://senate.ucsc.edu/committees/cfw-committee-on-faculty-welfare/index.html

had been premature.[2] Figures 1 and 3 show that for most categories UCSC salaries that were behind in 2018, remain so in 2022. In fall 2023, CFW jointly with the Committee on Academic Personnel (CAP), called for the reinstatement of the original and more generous SSP to reduce the growing gap in salaries.[3] The Senate Executive Committee (SEC) concurred with the call to reinstate the original SSP, and expressed the continued need for proactivity regarding faculty salaries at UCSC.[4]

This year's analysis of the 2022 data showed a substantial decrease in the gap, which is likely due to a combination of two factors. First, a one-time salary equity increase made in 2022, where the off-scale salary portions of the faculty at the lower end of the salary distribution were increased in an automatically prescribed way, and second, an annual inflation increase that was applied, for the first time in many years, to the full salary, instead of just the on-scale component. CFW believes that it is necessary to continue the latter practice, and we are encouraged that the 2023 annual increase was applied to the full salary, and that the 2024 one is planned to be done in the same way.

We were informed only recently during the May 2024 Senate meeting, that there was an agreement made between the administration and the Santa Cruz Faculty Association (SCFA) that the one-time salary equity increases will continue with some periodicity. Given the detailed discussion and consultation that CFW and the Senate were involved in around establishing an ongoing Salary Equity Program (SER) tied to individual faculty personnel actions, we were surprised by this news. Given that we received it at the end of the year and no details were provided, we expect that CFW be updated on, and opine on, campus plans for salary equity increases during the next (2024-2025) academic year.

CFW would like to note that the effects of the 2022 equity increase have not been assessed, and believe that such an assessment needs to be done by the administrator in order to inform future equity increases. We strongly recommend that such an assessment be added to the annual reports of UCSC Faculty Salary Competitiveness within the UC that are drafted by the Academic Personnel Office (APO).

Housing prices in the Santa Cruz area make a large contribution to the high cost of living that UCSC employees face. This has been exacerbated during the pandemic, when many houses in Santa Cruz were bought by people from Silicon Valley. CFW analyzed UCSC faculty salary changes over the last seven years relative to the changes in median housing costs in Santa Cruz county. The analysis shows that housing affordability has not yet recovered to pre-pandemic levels.

In summary, lagging faculty compensation is especially worrying in the light of the UCSC's ongoing effort to recruit talented and diverse new faculty. Given the severe crisis

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[2] Committee on Faculty Welfare Annual Report 2022-23
[3] CFW Chair Sher and CAP Co-Chairs Callanan and Gillman to Chancellor Larive and CP/EVC Kletzer, 12/07/24, Re: UCSC Faculty Salary Competitiveness and the Special Salary Practice
[4] Senate Chair Gallagher to Chancellor Larive and CP/EVC Kletzer, 1/29/24, Re: Concurrence Letter of Support for Reinstatement of Special Salary Program (SSP) and Joint Working Group

in housing availability and affordability in the Santa Cruz area, elevating UCSC faculty salaries to be on par with other UC campuses is even more critical.

II.   Other Faculty Salary Issues

Cost of Living Adjustment Consultation with Miriam Greenberg and Steve McKay
Cost of living varies significantly between locations of UC campuses, with Santa Cruz being among the most expensive. In order to have a more meaningful comparison of UC faculty salaries with that of other campuses, CFW and the Academic Senate have long advocated for a cost of living adjustment (COLA) to be included in the annual administrative comparative salary report. Unfortunately, this request has not been honored.

The Campus Provost and Executive Vice Chancellor (CP/EVC) has raised concerns about the difficulty in conducting an accurate COLA analysis. She suggested that since the largest contribution to the high cost of living in Santa Cruz is the high cost of housing, cost of living does not affect all ranks of faculty the same as Associate and Full Professors are more likely to own a home than Assistant Professors, and are therefore not impacted as much. CFW members discussed possible cost of living disparities in detail, and concluded that while the impact of housing prices is indeed different for different groups of faculty, the difference does not eliminate the need for COLA inclusion in the analysis. CFW notes that faculty are hired at all ranks, including Associate and Full Professors, and faculty who own homes may be negatively affected by the inability to secure affordable housing for their grown children and/or other family members. If UCSC is to be able to attract and retain high quality faculty, new hires and existing faculty need to be able to afford housing in the area. Furthermore, the addition of COLA does not upstage the goal for UCSC salaries to be at or above the median of the 9 campuses, as stated in 2008 at the beginning of the Special Salary Program.[5] Instead, COLA adds a valuable dimension to comparative analysis that should not be dismissed. Rather it should be discussed, and the findings and implications used to inform future policy decisions. For example, if Assistant Professor salaries at UCSC are at the medium of 9 campuses' level, but are significantly lower with COLA, we cannot rest assured that we will be competitive in attracting the best new faculty to come to our campus. This kind of analysis is impossible without COLA, and is not affected by the possibility that housing prices may impact faculty ranks to varying degrees.

In order to discover whether it would be possible to have a more nuanced cost of living analysis that would ascertain relative impacts of different expenses (e.g. housing, childcare, food, etc.), CFW invited Prof. Miriam Greenberg and Prof. Steve McKay from the Sociology Department to consult with CFW on April 18, 2024. Professors Greenberg and McKay led the development of the cost of living calculator for UCSC graduate students and have substantial expertise in this area.[6] We discussed the possibility of creating a similar calculator for faculty with the specific goal of being able to do the calculations not just for UCSC, but for other campuses as well. Professors Greenberg and McKay informed the committee that such a tool could be developed using publicly available data on the cost of living in areas surrounding UC campuses. The endeavor would require funding to support a graduate student for a limited amount of time, similar to what was done when

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[5] Senate-Administration Task Force on Faculty Salaries Report, September 10, 2008
[6] Greenberg, McKay, et al., 2021. *No Place Like Home, Affordable Housing in Crisis, Santa Cruz County, CA*. https://transform.ucsc.edu/wp-content/uploads/2021/08/No_Place_Like_Home_Report_2021.pdf

the graduate cost of living calculator was developed. Funding for the original graduate student project was provided by the Graduate Division. It is not clear where the funding for a faculty cost of living calculator would come from, but CFW will continue this conversation with the administration in 2024-25.

Special Salary Program Modification
In collaboration with CAP, CFW drafted a letter to the administration calling for the reinstatement of the original SSP, and the creation of a joint administration/Senate working group to review the SSP as a whole and how it addresses both inter- and intra-campus issues of equity and merit.[7] The letter and its rationale has been discussed within the SEC, and SEC supported the request.[8] Unfortunately, there was no response from the administration. CFW will continue to monitor the issue and advocate for any and all measures aimed at establishing equity in compensation between faculty at UCSC and at other campuses.

III.   Housing

Employee Housing Repricing Program
CFW has consistently highlighted the need to re-envision the Employee Housing Re-Pricing Program. The 2024-25 UCSC Re-Pricing Program Recommendation was prepared by Real Estate and Contract Services (RECS) under the Division of Finance, Operations, and Administration, and proposed a price increase of 2.51%. In the response to the 2023-24 program recommendation to increase pricing by 5.01%, CFW had argued that the committee remains unconvinced that the program can meet the goals that were set for it in 2007 and that a reconceptualization of the aims of this program was needed.[9] CP/EVC Kletzer had informed CFW that a new program would be developed in collaboration with the Senate in the spirit of shared governance. When asked for an update on the plans to re-envision the Employee Housing Re-Pricing Program and when the 2024-25 proposal would be sent to the Senate for review during a consultation with VCFOA Ed Reskin on May 2, 2024, CFW was informed that the VCFOA had tasked his staff to work on the re-envisioning in 2023-24 year and that they worked on it for roughly six months, but ultimately decided that the task had too many variables and was too complex. CFW was additionally informed that the recommendation for 2024-25 would be based on the old program. CFW found this announcement extremely troubling. CFW has repeatedly noted that the Re-Pricing Program as it stands now is outdated, and the committee understood that the administration agreed with this assessment and was interested in working with the Senate to retool the program. The Employee Housing Re-Pricing Program was conceived before the housing crisis of 2008 and the COVID-19 pandemic. Both events affected the housing market significantly. Last year, CFW did not approve the proposed increase specifically because the underlying program is outdated and not accomplishing many of the program's intended goals, and the justification for the proposed increase was not clear.

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[7] CFW Chair Sher, CAP Co-Chair Callanan, CAP Co-Chair Gillman, 12/07/23, Re: UCSC Faculty Salary Competitiveness and the Special Salary Practice
[8] Senate Chair Gallagher to Chancellor Larive and CP/EVC Kletzer, 1/29/24, Re: Concurrence Letter of Support for Reinstatement of Special Salary Program (SSP) and Joint Working Group
[9] CFW Chair Sher to Senate Chair Gallagher, 4/027/23, Re: Divisional Review - Employee Housing Re-Pricing Program Recommendation (for 2023-24)

This year, the Employee Housing Re-Pricing Program recommended a 2.51% increase to the price of faculty housing units in 2024-25[10], which will put the program units at approximately 45.7% of 2023 market rates. CFW continues to be concerned that these increases appear arbitrary, even as we understand the need to create reserves for renovation and maintenance costs. Last year's price increase was 5.01% (which would have put the housing units at 38.6% of 2022 Santa Cruz market sales), in 2022-23, a 2.43% increase was proposed and was rejected by CFW, in 2021-22 there was a proposed 2.77% increase. Our central questions about how the university hopes to achieve its aim of offering faculty affordable housing while also hoping to generate revenue and seed capital through a price increase via this program, remain unanswered. For these reasons, CFW did not support the proposed increase for 2024-25.[11] The Committee on Planning and Budget (CPB) raised similar concerns in its response and also did not support the proposal for 2024-25.[12] In their proposal responses, both committees called on the administration to make the re-envisioning of the Employee Housing Resale Pricing Program a top priority for 2024-25.

With 62 for-rent employee housing units coming online near Delaware Avenue in the near future, and a Request for Proposals (RFP) planned for Ranch View Terrace, Phase II (RVT2), the task of developing a new Employee Housing re-pricing program is even more urgent. Making any addition to the campus' housing stock without new pricing and occupancy policies would be irresponsible and have deleterious effects on the overall sustainability of the employee housing program, and our campus's ability to recruit and retain exceptional faculty and staff in one of the nation's most expensive places to live. As such, CFW expects the formation of a new Employee Housing re-pricing program to be at the top of the list of both administration and Senate action items for 2024-25.

New Off-Campus Employee Housing
Members learned that the campus has entered into an agreement with a developer to deliver 161 rental housing units (62 for employees, 99 for students) near Delaware. An announcement about this project was made during Chancellor remarks at the May 22, 2023 Academic Senate Meeting. CFW has been informed that there is a requirement for 7 of the 62 employee units to be below market rate and that 12 units will be workforce housing between 80% and 120% of the area median rent price. The campus will be leasing the housing from the developer with an option to buy in 6 years. While leasing, the campus will then rent the units to employees. This addition to the employee housing stock will need to be incorporated into the new pricing and occupancy policies, making the development of both policies that much more urgent. We were informed that this housing project will be completed in two years, i.e. fall 2026.

Ranch View Terrace, Phase II (RVT2)
We were informed that a Request for Proposals (RFP) for the construction of RVT2 is scheduled to go out summer, 2024. CFW is gravely concerned that the mode of occupancy of the new units (for rent) will be locked into the RFP. While we understand that rental housing is the preferred model for developers, it is not clear to us, in the absence of a consultation with the Senate or other stakeholder groups, that a housing project with rental units only will be optimal for our community

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[10] UCSC Re-Pricing Program Recommendation (2024-2025), Prepared by Real Estate & Contract Services, February 8, 2024
[11] CFW Chair Sher to Senate Chair Gallagher, 6/12/24, Re: Employee Housing Program: 2024-2025 Resale Pricing Program Recommendation
[12] CPB Chair Kudela to Senate Chair Gallagher, 6/10/24, Re: Employee Housing Repricing Proposal 2024-25

and meet our campus' needs. For example, depending on the rental rates, which are unknown to us at the moment, occupants might not be able to accumulate sufficient funds to successfully move to ownership (or even renting) in the surrounding market. Furthermore, an addition of 62 rental units near Delaware makes a need for additional for-rent housing on campus at least questionable, if not obsolete. CFW does not possess the necessary expertise or data to propose a specific ratio of for rent and for sale housing for RVT2. At the same time, we are certain that a new occupancy and pricing program for RVT2 needs to be carefully drafted and vetted with stakeholders (the Academic Senate and staff). This new program should be finalized before the occupancy rules for RVT2 are set.

CFW contends that an RFP for RVT2 should include both for rent and for sale options, and should go out to a wide audience of developers. Moreover, the evaluation process for the bids that do come in should involve a diverse group of stakeholders and bids should be evaluated from all angles, including occupancy and pricing rules that would best serve our campus. This would allow us to make the most optimal decision on the occupancy and price model. We hope that the RFP makes it clear that rental and for sale prices need to be competitive, i.e. below the current market, if we are to accomplish our campus's goal of providing affordable housing to attract and retain faculty and staff.

It is unfortunate, given this context, that the RVT2 Implementation Committee was disbanded. Some of the issues mentioned above could have been discussed within this committee, which had a CFW representative, and for which CFW had requested CPB representation as well.[13] CFW members hope that the committee can be reinstated or a similar committee of stakeholders with Senate representation (CFW and CPB) could be constituted, that may act in an advisory capacity for the RVT2 project and perhaps additional on and off campus employee housing projects.

Shared Equity/Appreciation Program
 In May 2024, we were provided an update on a potential shared equity/appreciation program, wherein UCSC would assist a limited number of employees with a housing down payment, and then share any appreciation when the property is sold or refinanced. We believe this could be a promising program that would help fill the void left by the *Landed* shared equity program, which is no longer available. We were informed that this new program will be administered by California Housing Finance Agency (CalHFA) with rules set up by UC, and that UCSC and possibly a few other campuses will participate. CalHFA has run a similar program called California Dream, and that experience has been helpful in assisting our campus in thinking through a potential program, we were informed. We understand that initial funds to help with down payments would come from the campus. We were happy to learn that these start-up funds would be categorized as an investment rather than as an expenditure with returns in the form of a share of appreciation.

We assume that the funds available to start this program will be limited and as such, that only a small number of employees will be able to benefit from the program at any given time. Given that it can take a number of years for a house to be resold or refinanced, and that the demand for down payment assistance is high, CFW members are concerned about the length of time it would take for the program to see returns on its investments and therefore the total number of employees that could participate in such a program. We would also like to have more information about the

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[13] CFW Chair Sher to CP/EVC Kletzer, 3/09/23, Re: RVT2 Implementation Committee

qualification/selection process that will be used to determine who may participate. Much thought will need to be put into the development of such a program so that the benefits outweigh the costs, and so that it may be offered in a fair and equitable way. We understand that pending concurrence from the University of California Office of the President (UCOP), the hope is that the program would go on-line later this year in 2024; we are hoping that there will be greater clarity on these questions in fall 2024.

Housing Access Policy and Eligible Partners
This year, CFW was pleased to hear that the on campus housing application has been updated to encourage eligible partners to fill out separate applications for housing. This is a positive first step. We have also been told that changes will need to be made to the Housing Access Policy and the associated procedure document to account for situations when a married or domestic couple apply for and/or receive employee housing and then separate, and that these changes may require consultation. We believe that this and related issues need to be discussed in the framework of creating new pricing and occupancy programs, and look forward to this being a part of the administration and Senate action item list for 2024-25.

IV.   Healthcare

During the year CFW monitored and addressed the persistent healthcare affordability and access issues faced by UCSC employees. Chair Sher successfully lobbied to be included in the roster of the UC Health Care Task Force (HCTF). The goal was to ensure that at least one HCTF member comes from one of the four UC campuses that do not have Medical Schools and Hospitals so that the needs of these campuses with unique care access challenges may be considered. CFW Chair Sher petitioned for, and succeeded in securing, the inclusion of a non-medical school representative to participate in the HCTF each year. Next year, another representative from a non-medical campus will serve on the HCTF. CFW will continue to advocate for better healthcare through UCFW and HCTF in the coming year.

In 2024, all of the UC-offered healthcare plans saw significant premium increases. CFW consulted with UCSC Health Care Facilitator Marianne McIvor on December 7, 2023, and discussed both the premium increases, and the continuing scarcity of providers. UC Health Saving PPO plan saw the largest premium increase: almost a factor of two. UC Care PPO saw the smallest increase: 22% to 26%. These huge increases were announced at the beginning of Open Enrollment began, which did not provide enrollees with much time to carefully consider their options. This issue has been brought within both UCSF and HCTF and relayed both to UCOP HR and to UC health. Marianne also informed CFW that the agreement that was made between Blue Cross (the administrator for UC Care) and Stanford Health reached in 2022 was set to sunset in 3 years, and therefore might not be renewed in 2025. CFW will need to monitor this in the coming year and continue to advocate through UCFW and the HCTF for a default process that would provide continuing coverage on the terms of the latest Open Enrollment in case negotiations between an insurer and a provider break down in the middle of a covered term.

Delta Dental, provided as the only dental insurance to UC employees, continues to lose affiliated dentists. This results in an increase in out of pocket cost for UC employees. This problem extends across all campuses, but UCSC is among the worst affected. Each year alternative insurers are considered, but in the end the cost/benefit analysis has led to the UC continuing to offer coverage

through Delta Dental. The issue is discussed at UCFW and the HCTF periodically. CFW will continue to monitor the situation.

While Kaiser Permanente continues to expand its footprint in Santa Cruz County, it does not yet have the same number of offices, providers, or breadth of specialists as Sutter and Dignity Health.

While on the HCTF, Chair Sher advocated for broadening the Tier 1 designation within UC Care from Sutter providers in Santa Cruz to those "over the hill" in the South Bay area. The number of Sutter providers in Santa Cruz has become inadequate to address the growing needs of UCSC employees. It has become extremely difficult to find a primary care physician, and it may take several months before a patient can be seen, even by an established physician. The inability to secure appointments with physicians has greatly impacted the Sutter Urgent Care system, which in response, has moved to an appointment system, which also makes it more difficult to be seen in a timely manner. CFW wrote a letter to Laura Tauber, Executive Director of Self-Funded Health Plans, suggesting that Tier 1 designation with lower out-of-pocket costs be extended to providers beyond Sutter in Santa Cruz to other Sutter providers over the hill.[14] In response, CFW was informed by Jerome Perez, Deputy Health Plan Administrator for Self-Funded Health Plans, that "PAMF/SMBF providers at the Palo Alto/Mountain View/Sunnyvale locations when performing services at these addresses are considered Tier 1". This information was contrary to what CFW was led to believe. Chair Sher sought clarification from HCF Marianne McIvor in summer 2024, but was unable to receive a response by the date that this report was finalized. If the Tier 1 Sutter network has been expanded, it has not been fully communicated to either UCSC employees, or Accolade, the UC designated health advocate for UC Care, UC Health Savings Plan, and CORE members. This makes for an extremely confusing situation that makes it difficult for UCSC employees to accurately gauge out-of-pocket expenses and seek and receive appropriate care. CFW will follow up on this in the fall 2024.

V.   Childcare

CFW continues to monitor childcare challenges on our campus. Childcare concerns are acute and growing, especially for caretakers of children 5 years old and younger. CFW had meetings with CP/EVC Lori Kletzer and Vice Chancellor for Finance, Operations and Administration (VCFOA) Reiskin in November 2023, and with VCFOA Reiskin in April 2024. These meetings focused on short- and medium- term solutions to the lack of available and affordable childcare. Short-term solutions included the RFP process to secure slots at local childcare centers for UCSC employees, and a direct reimbursement option for childcare expenses. Medium-term solutions include the campus childcare center planned for Student Housing West. CFW asked to be informed about the progress/timeline of construction of the new campus childcare center, and the pricing structure for that center.

The decision to focus the conversation on short- and medium-term solutions responds to the urgency of the topic, and the fact that it particularly affects new hires, Assistant Professors (who are typically on the lower end of the pay scale), and women. Short-term solutions are especially critical in meeting urgent faculty needs in advance of the planned construction of the UCSC

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[14] CFW Chair Sher to UC Self-Funded Health Plans Executive Director Tauber, 7/17/24, Re: Expansion of UC Care Tier 1: UC Select

childcare facility. CFW appreciates the effort to secure slots at local childcare centers while we wait for the construction of the campus childcare center, particularly given that UCSC has not had a childcare center on campus in over two decades, and childcare support has consistently been at the top of CFW's concerns for many years.

1. *UCSC Employee Childcare Waitlist Placement in Local Centers*
   An RFP to secure slots at local childcare centers was discussed during consultations with CP/EVC Lori Kletzer and VCFOA Reiskin in 2022-2023. During these consultations, CFW was informed that CP/EVC Kletzer would work with her staff and Campus Counsel to design an RFP and send it out to some or all of the recommended providers, but a project timeline was not provided.

   CFW members were excited to learn, during an April 2024 consultation with VCFOA Reiskin, that the program to reserve slots at Santa Cruz County childcare centers for AY 2024-2025 was progressing. During that consultation, VCFOA Reiskin informed CFW that UCSC administrators had developed a contract template and established policy requirements, and that they had spoken with 9 local childcare centers. The program was formally announced in Tuesday Newsday on June 18, 2024, the last week of the spring quarter. However, the announcement included only a link to a "UCSC Employee Childcare Waitlist Placement Request Form" with few details about the program or how it will run. CFW is not aware of any other attempts to advertise the program to UCSC employees. As such, CFW wrote a letter to CP/EVC Kletzer urging the administration to launch a UCSC web page with program details, and to formally announce the program to the campus community via email before the end of academic year. CFW received a response from CP/EVC Kletzer on August 27, 2024.[15] CFW was informed that further advertisement would be done quarterly through Tuesday Newsday, and that there will be work done to ensure that the program can be easily found on campus childcare resources pages. CFW will monitor progress in 2024-25.

   CFW members also raised questions about the *affordability* of childcare, even when slots are secured. Existing rates at most childcare centers are prohibitive for many faculty, as faculty with young children are commonly at the lower end of the pay scale and also tend to be struggling with the cost of housing in Santa Cruz County. Another area of concern is that the program has a one-year contract, with the program sunsetting before the new childcare center is scheduled to be opened at the end of 2025 or the beginning of 2026. CFW members feel that this reservation program should not sunset, at least so quickly. We believe that the program should be in place for at least the first few years of the campus childcare center's operations, to assist families in transitioning to the new center. CFW members suggested that at least a two-year contract is needed. If the program to reserve slots in local childcares starts in fall 2024, and the campus center opens at the end of 2025 (per the current construction schedule), then a one-year contract will leave families scrambling to find options for fall 2025, while they continue to wait for the campus center to open. In addition, because a further delay in construction of the campus childcare center

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[15] CP/EVC Kletzer to CFW Chair Sher, 8/27/2024, Re: Childcare Placement Waitlist Program

is possible, CFW recommends that the program to reserve spots at local childcare centers not end before the campus childcare center is open.

2. *Direct Reimbursement Option for Childcare Expenses*
   A direct reimbursement option for childcare expenses was discussed during consultations with CP/EVC Lori Kletzer and VCFOA Reiskin in 2022-2023. These discussions also drew from past recommendations such as the UCSC Child Care Task Force Interim Solutions from 2011.[16] The results of those discussions suggested that a direct reimbursement option could be implemented immediately. At the time, CP/EVC Kletzer noted that this option seemed like a timely one, and might be implemented in fall 2023. However, during CFW's consultation with VCFOA Ed Reiskin in April 2024, the VCFOA stated that there are no current plans to provide direct childcare reimbursement to employees.

3. *Progress/Timeline and Pricing Structure for New Campus Childcare Center*
   In 2022-23, during consultations with VCFOA Reiskin and CP/EVC Kletzer, CFW was informed that the construction of the new campus childcare center would begin in 2024, and would include capacity for up to 140 children. During our consultation in April 2024, VCFOA Reiskin provided an update and shared that UCSC is aiming for the new childcare center to be completed at the end of fall 2025. UCSC still anticipates 140 slots for children of UCSC employees and students, with 80 slots for employees and 60 slots for students. The current projected age breakdown of childcare for employees is: 17 slots for infants, 18 for two-year olds, 29 for preschool age, and 16 for school age children (as an after school program). All infant/toddler programs will be full-time only. CFW has been informed that the preschool program will include two full time classes and one M-F morning-only class. Programs for school age children will include an after school care program and full daycare when public schools are on holiday and UCSC is still in session (including a full day summer program).

   CFW appreciated the update on the center's construction and was encouraged by these details. However, CFW maintains concerns about the affordability of childcare on campus. VCFOA Reiskin informed CFW that the childcare pricing structure is still to be determined. It was previously indicated (in 2022-2023) that the pricing would be at current market rate, but CFW would like to see the numbers. As already noted, the market rate cost of full-time childcare is prohibitive for many faculty–particularly faculty with young children who tend to have the lowest faculty salaries at UCSC–and, as mentioned above, there are currently no plans for financial assistance. CFW would like to be involved in the childcare center implementation process, including discussions on issues such as cost– including potential subsidies, such as grants already available from the state of California— and the waitlist process.

VI.   Back-up Care

CFW is aware that faculty continue to express frustrations with the current Back-up Care program offered to employees through Bright Horizons. We are also aware that Institutional Research, Analytics, and Planning Support (IRAPS) conducted a Back-up Care Experience Survey for

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[16] UCSC Child Care Task Force, Supplemental: Interim Solutions, February 28, 2011

College, Housing, and Educational Services (CHES) in 2023. The results were discussed by CFW, and committee feedback was provided to the CP/EVC.[17]

One issue that was highlighted by the survey was that parents seeking back-up care from Bright Horizons often only heard at the very last minute that this care could not be provided by the organization, which meant parents had to scramble with very little time on hand to find care for their children. Under the current process, employees are not eligible for reimbursement for back-up care expenses provided by organizations other than Bright Horizons until they receive confirmation from Bright Horizons that care cannot be provided through them. Since this intimation is often received at the last minute, CFW suggested that the reimbursement requirement (to receive notice that Bright Horizons cannot provide care before seeking care from other providers) be removed. While we continue to note that it is significant and indeed, laudable that the administration has worked to create this resource, we also want to highlight and address issues that faculty have faced when using the services provided by Bright Horizons. These issues are not restricted to childcare alone but elder care as well, as CFW has been told by faculty who have tried to access this resource.

VII.   Transportation and Parking

Transportation and Parking Services (TAPS) is set to transition to a virtual permitting system for campus parking. This new system will use Automated License Plate Recognition (ALPR) technology, with registered license plates acting as parking permits. The ALPR system is scheduled to launch in summer 2024.

According to TAPS, the introduction of the ALPR system aims to improve campus parking management by promoting sustainability and accommodating future growth, rather than focusing on cost savings. The initial installation cost is estimated at $98,000, with annual license and maintenance fees totaling $110,000. Staff members currently responsible for parking enforcement are to be reassigned to other roles, ensuring no job losses. The ongoing costs will be covered by parking and citation revenue.

CFW has raised concerns about the long-term financial implications and motivations behind installing this system. Additionally, there are privacy concerns related to the deployment of ALPR cameras. During an Advisory Committee on Campus Transportation and Parking (ACCTP) meeting, it was revealed that staff will initially use handheld scanners in enforcement vehicles, with plans to install fixed cameras at key locations like parking structure entrances. The system will record license plates and track where and when vehicles are parked. While personal identifying information will be collected, access to this data will be restricted to law enforcement personnel with Department of Justice clearance.

CFW has also raised questions about the implementation of elements of this program. Specifically, how will single-day parking work for faculty in lieu of the current 'scratch-off' system, which will be no longer utilized? Is there a single-day parking option for faculty that need to park occasionally on campus that can be quick and easy and allow faculty to avoid stopping at the parking booth at

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[17] CFW Chair Sher to CP/EVC Kletzer, 6/01/24, Re: Back-Up Family Care Experience Survey - Survey Results by IRAPS, April 2023

the base of campus each time they need to park? The committee would like more details on the actual implementation of aspects of this program.

Furthermore, CFW wants to express concerns regarding the decision-making process. The implementation of the ALPR system will significantly impact campus parking, and CFW believes that it is important for faculty, staff, and students to have the opportunity to provide input. While feedback from CFW and other Academic Senate committees was eventually sought, it occurred after the decision to implement the ALPR system had already been made. Additionally, the ACCTP did not initially plan to discuss this topic until it was brought up by the CFW representative. Ensuring consultation and transparency in the decision-making process is vital to uphold the principles of shared governance.

VIII.   Retirement

The work of the Retirement Administration Service Center (RASC) at the Office of the President regarding their ability to deliver user-friendly service has been monitored by a number of UC-wide Senate committees. With transition of the services to UCOP, the pandemic, and chronic understaffing, this office was not functioning optimally for several years, which led to retirees experiencing disruptions in pay, difficulty in accessing the healthcare coverage, long wait times for answers to emails and phone waits, etc.

New administrators at RASC have been in place for a year now, and the hiring and training of new staff has been accelerating. Wait time for responses to phone/email has improved significantly, and users report the current RASC staff seems much more responsive and informed. The RASC website now has more comprehensive training materials that those approaching retirement can access, and the Committee on Emeriti Relations (CER) Chair who sits *ex officio* with CFW has noted that those who have retired in the last year have reported fewer crises compared to the previous period. The Council of University of California Retiree Associations (CUCRA) and Council of University of California Emeriti Associations (CUCEA) meetings have had consultations with representatives from RASC actively reporting on their improvements and work to resolve the bottlenecks. While difficulties still arise, the situation has improved significantly. UCSC Healthcare Facilitator (HCF) Marianne McIvor has remained a significant source of expertise for those who encounter difficulties and is to be thanked. The campus Pathways to Retirement Program[18] with Professor Emeritus Don Brenneis serving as the Faculty Liaison, continues to work with faculty nearing retirement to think through options and plan their preparations.

IX.   Additional Issues

In October 2023, CFW considered proposed changes to Bylaw 55. The suggested modification would ensure that faculty in Teaching Professor series would have the same voting rights within the departments as faculty in Professor series. Currently, determination of whether faculty within these two groups have the same voting rights is determined by the departments.

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[18] UCSC Pathways to Retirement Program: https://apo.ucsc.edu/retirement/index.html

CFW saw the merits of the proposed revisions to create a more uniform experience of participation in the personnel review process that is inclusive of Teaching Professors, but also recognized that there is value to departmental autonomy, with Teaching Professors in different disciplines perhaps playing distinct roles.[19] A study of the experiences and overall welfare of Teaching Professors at UCSC would be highly informative to determine the relative benefit of the proposed changes. Since the CFW review, the UC-wide academic Senate failed to approve the proposed changes.

In 2023-24, CFW received concerns from many faculty about the limited number of places to purchase meals on campus. More specifically, concerns have been raised about the number of fresh food vendors that were on campus prior to the pandemic (which were already few and far between) that have since left, leaving faculty minimal options for dining between duties on campus. For example, the *Vivas* Mexican restaurant at Merrill (which served burritos and tacos made to order) has been turned into a mini mart with frozen and packaged food primarily serving undergraduates living in dorms on campus, and the Cowell Coffee Shop and College Eight (Rachel Carson) Coffee Shop no longer sell breakfast or lunch food, and now operate as food banks for students in food precarity. The loss of such venues has resulted in huge lines at the remaining facilities, such as Stevenson Coffee Shop, which regularly has lines extending out the door to order, and wait times of thirty minutes plus for food:

Early January, 11:45AM

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[19] CFW Chair Sher to Senate Chair Gallagher, 11/30/23, Re: Systemwide Review - Bylaw 55

Late January, 2:50PM

April, 12:30PM

Food facilities are places where campus community forms: faculty meet with their TAs after class to discuss instruction, have lunch with department colleagues, or get coffee to discuss collaborations. The lack of these spaces has significantly impacted our sense of community.

Easily accessible and healthy food options are also important to those squeezing in meals between classes or labs. While faculty are occasionally utilizing undergraduate dining halls because of the lack of other options, these are not ideal. Food cannot be taken 'to-go', faculty can't meet with

others in the dining halls unless they are also paying to eat a full meal there, and the 'all-you-can eat" $15 price tag is expensive when an individual does not want a robust meal, but merely a soup or sandwich, or a coffee and a bagel.

CFW brought this issue to the attention of the administration in consultation in spring 2024.[20] We appreciate that the campus has brought in food trucks to attempt to provide additional options, but we want to emphasize that these are not sufficient, and that the campus needs to expand the fresh food options available daily during the work week Monday through Friday.

X.   Acknowledgments

CFW's work would not be possible without its consultants and guests:

> UCSC Health Care Facilitator Marianne McIvor
> CP/EVC Lori Kletzer
> VCFOA Ed Reiskin
> UCSC Professor of Sociology Miriam Greenberg
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Respectfully submitted,

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August 31, 2024

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[20] CFW Chair Sher to CP/EVC Kletzer and VCFOA Reiskin, 4/24/24, Re: Our Consultation with VCFOA Reiskin on May 2, 2024

COMMITTEE ON INFORMATION TECHNOLOGY
Annual Report 2023-24

To: Academic Senate, Santa Cruz Division

The Committee on Information Technology (CIT) is charged with advising on acquisition, implementation, utilization, and impact of instructional technology, information systems, software, and electronic communication facilities, including wireless service. The 2023-24 academic year was largely focused on providing guidance to the administration and the University of California, Santa Cruz (UCSC) community regarding university and systemwide IT issues, including issues regarding the campus's Google contract, while the spring quarter was dominated by two urgent and late-breaking systemwide issues: the Regents' several proposals for policies on Departmental Statements, and President Drake's letter on cybersecurity.[1] CIT also co-sponsored a public forum on Artificial Intelligence and Teaching in partnership with UCSC's Teaching and Learning Center (TLC) in winter 2024. Representatives from CIT additionally served on the University Committee on Academic Computing and Communications (UCACC), and the UCSC Canvas Steering Committee. Summaries of major work may be found below.

VCIT Standing Guest Consultations

This year, CIT continued its tradition of inviting the Vice Chancellor of Information Technology (VCIT) as a standing guest at a segment of each of our bi-weekly meetings. In 2023-24, VCIT Aisha Jackson updated the committee on many Information Technology Services (ITS) activities, including the rollout of campus IT governance committee charters and workflows, updates on the campus transition to an offsite colocation facility for faculty hardware, changes in the Google storage contract, and systemwide changes in the University of California Office of the President's (UCOP) cybersecurity management plan. VCIT Jackson spent part of the winter and spring quarters on leave. During her absence, CIT continued its standing guest consultations with Interim VCIT (iVCIT) Melanie Douglas.

As has been the case since VCIT Jackson's arrival to UC Santa Cruz in August of 2022, CIT found these consultations to be an invaluable part of shared governance. CIT appreciates the opportunity that these standing guest consultations provide for both the committee and the VCIT to discuss pressing issues, brainstorm solutions, and provide informal feedback on proposed plans and projects. We look forward to further collaborations with VCIT Jackson in 2024-25.

IT Governance

CIT has been informed that VCIT Jackson is implementing four steering committees and an overarching IT governance council as described on the ITS Governance website.[2] The roll-out of some of these committees was delayed due to the VCIT's leave, but will continue over the fall and into the 24-25 academic year. The following committees have and/or will be created:

- IT Executive Committee: the top-level body for campus IT governance. This committee will be populated next academic year, and the VCIT has been advised to request that the

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[1] UC President Drake to Chancellors, 2/26/24, Re: IT Security Investment Plan
[2] ITS Governance Website: https://its.ucsc.edu/governance/index.html

Senate's Committee on Committees (COC) be asked to appoint faculty Senate representation on this committee.

- Research Computing and Data Infrastructure Committee ([RCDI](#)):[3] has already been constituted and includes CIT and Committee on Research (COR) representatives, plus additional faculty at large. The RCDI formed three working groups in 2023-24: a software licensing subcommittee (with CIT Member Jerome Fiechter serving), a new faculty IT orientation group, and a group tasked with building a hardware inventory of all ITS supported research commuting devices on campus.

- Technology-Enhanced Teaching and Learning Advisory Committee ([TETL](#)):[4] has already been constituted, with reps from CIT, the Committee on Teaching (COT), the Committee on Educational Policy (CEP), and the Committee on Planning and Budget (CPB). The primary focus of this committee has been evaluating requests and recommending campus support for software associated with teaching, learning, and student accessibility. As ITS does not have a budget for such purchases, the recommendations are advisory, and aimed at encouraging campus leadership to support the computational tools necessary for teaching and learning.

- [IT Systems and Data Governance Committee:](#)[5] has already been constituted, and currently has no Senate representation. This committee is focused on administrative issues.

- [IT Security Council:](#)[6] has been proposed, and there is a placeholder for a faculty representative on the draft charter. As this committee is generally focused on campus compliance and legal issues, CIT suggested to the VCIT that the Senate's COC appoint a faculty representative on this committee.

We spent the final two spring CIT consultations with VCIT Jackson discussing President Drake's February 26, 2024 letter on cybersecurity. ITS is moving forward with strategizing how to implement the IT security mandates provided in the letter. Due to the imposed timeline for compliance, the VCIT and her team will need to actively keep working on the project throughout the summer and cannot wait until the Senate is back in session in the fall to request Senate consultation/feedback.

In lieu of official Senate consultation, VCIT Jackson has informed CIT that she would like to create a faculty advisory group that can provide feedback on initial plans during the summer. CIT has advised that she should contact the Academic Senate Chair so that COC can populate this committee as soon as possible. Given the history of IT decisions that have been made on our campus without proper Senate consultation, CIT contends that it is vitally important that this summer advisory committee be well populated with Senate members who are currently serving on committees and in the know of Senate priorities. CIT Member Mathis Hain has volunteered to serve in this capacity.

Senate Forum on Artificial Intelligence

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[3] UCSC Research, Computing, and Data Infrastructure Committee: https://its.ucsc.edu/governance/research-data.html
[4] UCSC Technology-Enhanced Teaching and Learning Advisory Committee: https://its.ucsc.edu/governance/teaching-learning.html
[5] UCSC IT Systems and Data Governance Committee: https://its.ucsc.edu/governance/it-systems-data.html
[6] ITS Security Council: https://its.ucsc.edu/governance/it-security.html

On February 28, 2024, CIT presented a forum dedicated to Teaching in the Age of Generative AI as part of the UCSC Teaching Week Symposium, co-sponsored by the Teaching and Learning Center (TLC) and the Academic Senate. The forum was facilitated by CIT Chair Zimmer and Michael Tassio, Assistant Vice Provost for Educational Innovation. The event was held via Zoom, and the video is available online: https://youtu.be/NQ0s2JhE6tQ?feature=shared.

In the first part of the presentation, the TLC's Teaching with Generative AI Learning Community (co-facilitated by Zimmer and Tassio, and including participation of Senate faculty, lecturers, and staff) showcased their findings and successes in integrating large language models into their teaching practice. CIT Graduate Student Representative (GSR) Lance Mendoza, presented a survey designed by Representative Mendoza that provided insight from UCSC graduate students about their perspectives and experiences with AI and learning. In the second part of the forum, Professor Zimmer moderated a conversation with faculty experts Professors Luca de Alfaro and Marcelo Siero to discuss how Generative AI has changed our ability to understand and interact with modern computational systems.

Google Storage

CIT received several briefings[7] and requests for feedback on the Google Storage Project,[8] beginning in the winter of 2023. In February 2021, Google announced changes to Google Workspace for Education, which included an end to unlimited free storage. UC Santa Cruz was able to negotiate a two-year extension with plans to adopt new storage limits by July 1, 2024. The campus Google Storage Project aims to align our campus with the new storage limits. The committee had fruitful conversations with iVCIT Douglas and VCIT Jackson about the project, and followed up with written correspondence responding directly to several ITS queries. The Project has since been rolled out across the different campus constituencies, and seems to be going smoothly.

Data Center Strategy

With the transition to the off-site colocation data center now fully implemented, CIT has taken a more monitoring oriented position. Through consultation with VCIT Jackson, CIT assisted ITS in the development of a detailed FAQ document[9] pertaining to the deployment/migration of high-performance computing (HPC) equipment to the colocation facility (lead times, costs, network limitations, etc.), and ensured that this information is readily accessible to PIs on the ITS website. CIT also recommended that the existence of this important FAQ document be broadly advertised to faculty and staff relying on HPC resources for their research.

VPN and Cybersecurity

One topic CIT has been tracking is the transition to Virtual Private Network (VPN)-only remote access to computer systems hosted on the various campus networks, following up on previous concerns raised by a group of Computer Science and Engineering (CSE) faculty.[10] CIT views "network openness" and "network security" as fundamental aspects of academic freedom and

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[7] Standing Guest Consultations with iVCIT Douglas on 4/03/24, 4/17/24, and VCIT Jackson on 5/29/24.
[8] UCSC Google Storage Project: https://its-new.ucsc.edu/projects/google-storage-limits.html
[9] Communications Building Data Center Migration FAQ: https://its.ucsc.edu/projects/data-center-faqs.html
[10] Alvaro, Arden, et al., 6/06/22, Re: Network Security Policy Changes at UCSC

integrity, respectively and is pleased that a compromise was found that greatly improves the cybersecurity of our campus, while also maintaining the possibility for faculty to host computer systems in a separate "demilitarized zone" (DMZ) network for the explicit purpose of fostering collaboration with partners outside our university. In fall 2023, CIT discussed the 2021 roll out with VCIT Jackson, who reported that the VPN system stood up to the increased data traffic, apparently without any disruption to service. This successful roll-out of network policy builds on the productive consultations on the topic with VCIT Jackson during the 2022-23 academic year to deliver enhanced cybersecurity without compromising the openness of our academic community.

The issue of cybersecurity and network policy changes came again to our docket by way of the February 26, 2024 letter by UC President Drake regarding the "UC Updated Information Security Investment Plan",[11] mandating a number of cybersecurity enhancements to be implemented on an expedited timeline by campuses system wide. These include:

1. Cybersecurity training compliance
2. Cybersecurity incident reporting
3. Tracking of devices connected to university networks with end-point detection and recovery (EDR) software
4. Multi-factor authentication and data-loss-prevention for UC health email systems

CIT views points 2 and 4 as innocuous and generally aligned with the cybersecurity needs of the UC community and UC patients, but points 1 and 3 as well as the expedited timeline raised some immediate concerns among CIT members. In our consultation on May 1, 2024, CIT was briefed by VCIT Jackson, AVCIT Douglas and AVCIT Hall on the UCSC implementation plan and timeline for the mandated cybersecurity enhancements. These include:

1. A 12-week assessment period ending mid-September, followed by a year-long implementation process.
2. The idea to implement a Zero Trust Network Access (ZTNA) model at UC Santa Cruz

CIT provided feedback with important and specific points of discussion in a post consultation memo[12] and then again in consultation with VCIT Jackson on May 15, 2024. For example:

- We considered the distinction between the Eduroam, ResNet and university networks subject to the training-compliance and EDR mandates.
- We considered network access of graduate and undergraduate students that may fall under the training-compliance mandate as part of their student worker roles, and how the mandated cybersecurity training could be improved to better cater to the diverse training needs of our community.
- We considered the technical capabilities of the mandated EDR software to (a) track web traffic, and (b) remotely access and erase data on devices, and implications for privacy of personal and research data and communications. Current cybersecurity training recommends to "stop, look and think" when instructed to install any external software on our personal devices, and as of now there is no training available for community members to understand the UC EDR deployment standards referenced in President Drake's letter.

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[11] UC President Drake to Chancellors, 2/26/24, Re: IT Security Investment Plan
[12] CIT Chair Zimmer to VCIT Jackson, AVC Douglas, and AVC Hall, 5/14/24, Re: Our Consultation on May 1, 2024

- We considered current IT resources and services accessible through Multi-Factor-Authentication (Duo MFA) such as the Canvas LMS, UCSC GitLab, Cisco AnyConnect VPN, and effectively all research computing that happens on our campus. There is a significant business-continuity case for community members to be informed about how the UC EDR deployment standard applies to their ecosystem of devices and private cloud resources. CIT deeply appreciates that broad-based outreach and change-management are priorities of VCIT Jackson in scoping and planning the UCSC network landscape to meet the President's mandate, with the goal to minimize disruption to our shared endeavor, uphold academic freedom and champion individual privacy rights.

Trust is a critical concept in cybersecurity, and in deliberation CIT concluded that a zero-trust network (ZTNA) is indeed a critical component to our shared cybersecurity. At the same time, it is best cybersecurity practice that individuals use judgment when deciding if they trust EDR software on devices that contain personal and/or private information. VCIT Jackson's invitation to form a working group with Senate faculty representation during summer 2024 is driven by the need to comply with the implementation timeline mandated by the President, and CIT is grateful for the opportunity for Senate faculty to contribute to both the scoping and planning of the mandated network policy changes. Further, CIT is hopeful that continued engagement with Senate faculty will play a constructive part in finding solutions and shaping campus cybersecurity policy to meet our needs to have public-facing IT services, personal privacy, academic freedom, and cyber-secure core functions of the university. CIT's primary recommendation in this evolving situation is to (i) communicate early and clearly with different groups of community members about upcoming cybersecurity policy changes that may affect their access to IT services and resources, (ii) develop policy and training regarding UC EDR deployment standards clearly delineating the purview of the EDR mandate, and (iii) respect the personal privacy and academic freedom of scholars on our campus.

Regents' Policy on Departmental Statements
During the winter and spring 2024 quarters, CIT discussed and responded to several iterations of the UC Regents' proposed Policy on Departmental Statements. In all of our correspondence, we encouraged the Regents to carefully consider the June 2, 2022 letter from the Chair of the Academic Council,[13] which describes the Academic Council's recommendations for department political statements. In addition to broad concerns with the proposed policy CIT shared with other Senate committees, CIT members also highlighted the fact that the implementation of this unfunded policy will be taxing on Information Technology (IT) staff and resources that are already overburdened.

UCSC Website Redesign Project
CIT had requested that ITS Digital Program Manager Adam Hills-Meyer give an update on the UCSC Website Redesign Project in the winter quarter. Due to the pressing nature of the Regent's

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[13] Council Chair Horwitz to Academic Senate Division Chairs, 6/02/22, Re: Recommendations for Department Political Statements: https://senate.universityofcalifornia.edu/_files/reports/rh-senate-divs-recs-for-dept-statements.pdf

proposed policy on departmental statements, Manager Hills-Meyer's consultation was canceled, and CIT turned its focus to responding to the proposed policy. This year's CIT recommends that next year's committee invite Manager Hills-Meyer to consult with CIT in early fall quarter 2024, to provide an update on UCSC's proposed Terms of Use document for campus websites.

Automatic License Plate Reader Program

During the fall 2023, CIT reviewed the request for feedback on a proposed campus policy on Automated License Plate Readers (ALPR) in preparation for the Transportation and Parking Services (TAPS) implementation of ALPR in summer 2024. CIT requested justification for the adoption of ALPR and information about policies (e.g. image acquisition and storage, and non-TAPS use of ALPR data), and noted the potential social costs of ALPR, including increased vulnerability to misuse of personal data, actual or perceived targeting of undocumented students and members of minoritized groups, and chilling of free speech and labor related activity on campus.

The response to the Academic Senate from the Chief Financial Officer & Vice Chancellor for Finance, Operations, and Administration Ed Reskin stated that "some of the operational standards are yet to be developed."[14] CIT members find migration to ALPR prior to the development and review of rigorous quality controls, privacy protection protocols, and audit procedures to be troubling. The committee perceives a risk that members of the campus community, including those who have not opted into the TAPS parking system, may be vulnerable to misuse of data collected by ALPR cameras. We suggest that CIT continue to monitor the roll-out of ALPR next year.

Postmortem Email Access

In winter 2020, CIT received a request from the Committee on Emeriti Relations (CER) inquiring about the feasibility of creating a campus policy that would allow a faculty member to authorize one or more individuals to access their UCSC email account after death, akin to the legal status of an executor with respect to the UCSC email account.

After several consultations in 2021-22, CIT was advised that campus leadership had charged a working group with addressing the issue, and that a policy proposal would be forthcoming for Senate review. CIT had expected to see a formal request for review in fall 2022, but no such request materialized, nor did the working group produce a final report.

In April 2023, the VCIT informed CIT that the CPEVC had denied a resource request from legal counsel to implement automated eDiscovery for documents and correspondence, and ITS does not currently have the resources to do so themselves.

Given that there has been no movement on this question, and in service of avoiding an ongoing lack of (or ad hoc approach to) a policy on postmortem email, we recommend that subsequent incarnations of CIT continue to inquire about this matter and monitor any potential movement by ITS and/or the administration. It is possible that current or future thinking on this matter may be folded into evolving campus policy about post-employment email and Google drive access. This

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[14] VCFOA Reskin to Senate Chair Gallagher, 1/27/24, Re: Senate Feedback on Proposed Policy on Automated License Plate Readers

might be an unfortunate conflation of concerns and rob this committee and the Senate of an opportunity to help shape aspects of policy specific to postmortem email access.

Acknowledgements

CIT acknowledges and thanks VCIT Jackson and iVCIT Douglas for their collaborations this past year. CIT would especially like to thank Senate Analyst Jaden Silva-Espinoza for providing essential support and valuable context for CIT's mission.

Respectfully submitted,

COMMITTEE ON INFORMATION TECHNOLOGY

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August 31, 2024

COMMITTEE ON INTERNATIONAL EDUCATION
Annual Report 2023-24

To: Academic Senate, Santa Cruz Division:

The Committee on International Education (CIE) advises the Senate and campus administration on matters related to international education on the UC Santa Cruz campus, including the allocation of resources for international education and the status and welfare of international students at UCSC. It initiates, reviews, and assists in the formulation of policies regarding international education on the UCSC campus. In consultation with other Senate committees, CIE provides guidance, advice, and oversight regarding all academic matters related to international education.

This year, CIE focused much of its efforts on helping to diagnose and analyze the worrisome drop that has taken place in international student enrollments at UCSC since 2020. CIE also continued its practice of reviewing Global Seminars from the previous summer (2023), sought to standardize the process through which Global Engagement (GE) requests CIE approval of changes to existing Global Seminars, and engaged in efforts to restore the campus's faculty Education Abroad Program (EAP) director position. CIE consulted with a variety of campus stakeholders on issues related to international student admissions, enrollment, and success, as well as study abroad.

Compared to last year, when CIE had only four members for winter and spring, it helped to have a full roster of faculty members this year (eight in fall, seven in winter, and six in spring). As in the previous two academic years, no undergraduate student representative was appointed to this committee, although we did have a graduate student representative starting in winter quarter.

I.   Review of Global Seminar Courses, Proposals, and Changes, and Standardization of the Process for Approving Global Seminar Changes

CIE was pleased to review the eight Global Seminars that took place in summer 2023 (in Costa Rica, Cuba, Czech Republic and Germany, France, Ireland, Japan, Morocco, and South Africa and Malawi), and saw evidence of several very successful seminars with different kinds of strengths. Thinking systematically across the eight offerings, some issues did emerge. First, numerous instructor comments made note of student immaturity and disinterest. Second, CIE noted several student and faculty comments about the inadequacies of the pre-departure student orientation. Third, student mental health crises posed significant challenges for the instructors. In response to these issues, CIE encouraged GE to make course expectations more explicit during recruitment, to offer in-person pre-departure orientations and require that students complete a quiz following orientation, and to better prepare instructors for mental health crises for when they occur. CIE also found that some of the faculty reports were so thin as to be unusable, and encouraged GE to return these reports to faculty when they have not been fully completed.

Unfortunately, despite the call for Global Seminar proposals that went out in spring 2023 and the holding of several workshops over the summer of 2023, only one new global seminar proposal was submitted and reviewed by CIE in the fall quarter. The committee is very enthusiastic about this new seminar in Madrid scheduled for summer 2025 (which will be led by Latin American and

Latino Studies Professor Catherine Ramírez, and which will focus on "Latin American Spain"). One additional, off-cycle request for a new Global Seminar was reviewed in winter 2024, and returned by CIE with a request for revision.

CIE also approved many change requests this year for existing Global Seminars, including a revised request for a change of location to the Eco-Entrepreneurship Global Seminar (from Costa Rica to the Netherlands), a change of location from Berlin to London for the "Food Study Field Study" course, a change of instructor for "Advanced Contemporary Forms and Practices within a Global Context in Dance," an increase from two credits to five credits for "Podcasting: Digital Storytelling in Ireland," and a one-time change of credits for "Film History and Preservation in Bologna, Italy" (from 10 credits to seven, approved for Summer 2024 only). Over the summer, Chair Eaton also reviewed and approved a change of location request for the "Art and Globalization" course, from the Czech Republic to the UK. Two additional change of location requests for summer 2025 were expected from GE during summer 2024, but were not received.

Due to staffing shortages in GE, GE decided in spring 2024 to not issue a call for new Global Seminars; as such, CIE will not be reviewing any new proposals in fall 2024 (one of the few areas where the committee has plenary authority). While no new proposals will be entertained, a few proposals that are already in the development pipeline will go forward and may be ready for CIE review in the fall. While CIE laments the decision not to solicit new proposals, we completely understand that, given the time-consuming nature of designing, marketing, and implementing Global Seminars abroad, it is simply not possible to add to UCSC's portfolio of seminar offerings without sufficient staff support in GE. This is unfortunate, as the success of our Global Seminars is an achievement that has put UCSC on the map in terms of international education, and was likely a factor in our selection as a recipient of the Senator Paul Simon Award for Campus Internationalization in March 2024. In the absence of new proposals, one priority going forward will be to figure out how to boost participation in those Global Seminars that have already been approved, some of which have been canceled in the past due to insufficient student participation.

Finally, given the number of requests that CIE receives to sign off on changes to existing Global Seminars, the committee worked to standardize what it is that CIE needs to see in order to approve these changes in a streamlined fashion. Specifically, CIE clarified which questions from the Global Seminar proposal form instructors would need to answer so that CIE can make its determinations, including for proposed changes in location, changes in instructor, and changes in credits. CIE is also requesting new syllabi for all Global Seminar change requests, which were typically not submitted as part of change requests in the past. While we hope this new process will prove to be more efficient and allow for more thorough review, CIE did learn that the Global Seminar proposal form changed somewhat from the version we had access to. Future CIEs will need to ensure that the Global Seminar change request process aligns with the proposal form questions each year. Also, Assistant Vice Provost (AVP) of Global Engagement Becky George has requested that CIE consider delegating some Global Seminar change approvals to GE. In 2024-25, CIE may consider asking GE which types of change requests they receive and potentially delegating some change approvals to GE. Nevertheless, changes to Global Seminar locations, instructors, and credits should remain in CIE's purview.

II.   International Enrollment and Recruitment

Based on what we learned in our spring 2023 consultation with Associate Vice Chancellor of Enrollment Management (AVCEM) Michelle Whittingham (in terms of the worrisome decline in international student enrollment that has taken place on our campus), CIE decided in fall 2023 that we should devote our available time and energy this year to studying this issue and making recommendations for how to boost enrollment. We moved forward our consultation with AVC Whittingham to the fall quarter (rather than spring), and sought to gather information about the nature of the problem. Initially, we divided our efforts into the three main phases of international student matriculation: recruitment, admissions, and yield. CIE worked with Enrollment Management (EM) and commented on an analysis of international enrollment that EM conducted mid-year, which sought to diagnose the problem and emphasized the importance of the campus's overly conservative approach to the "compare favorably" metric. CIE was pleased to learn in February 2024 that the Chancellor had authorized the use of a less stringent approach to compare favorably, which will hopefully improve the enrollment aspect of the problem by allowing for greater numbers of international applicants to be admitted. Indeed, CIE saw evidence of improvement within data for fall 2024 enrollments that AVC Whittingham shared at the end of the spring quarter (which, unfortunately, does not show an increase in recruitment, but does show a significant increase in the percentage of international applicants who were admitted—an admit rate of 77.1% versus 58.8% for fall 2023).

As a result of the positive change in the compare favorably metric, CIE focused its remaining winter quarter efforts on diagnosing problems in the two other phases of the international enrollment process: recruitment and yield. With respect to recruitment, we proposed using third-party recruiters in countries beyond China and India to boost the number of applications while improving both ethnic and degree diversity. CIE also explored other avenues to garner additional applications, including direct networking with international high schools, outreach to foreign-born Bay Area residents, and the creation of dual degree or mobility programs. With respect to our yield problem, CIE noted that, because a large portion of international admits are already resident or studying in the US at the time they apply, there may be a way to incorporate familial and community connections within our diverse region in the planning and holding of events designed to boost yield. CIE also found that increasing geographic diversity can also help with yield since students from India overwhelmingly apply for the impacted Computer Science and Engineering majors. Finally, CIE discussed structural issues such as cost of living and limited housing as barriers to yielding international students and resumed the committee's calls in previous years for an international student space on campus, which could make UCSC a more welcoming option for admitted students.

In April, CIE shared a memo summarizing our findings and recommendations with AVCEM Whittingham and a number of other stakeholders on campus. Continuing to pay attention to this issue, which is of critical importance for reasons that range from classroom diversity issues to campus financial challenges (posed by under-enrolling international students who pay non-resident tuition), will be important for CIE in the coming academic year. A key measurement for CIE to keep its eye on is the percentage of international students in the UC system who are enrolled at UCSC (currently only UC Merced has a lower percentage within the UC). AVCEM Whittingham also shared with CIE in late May 2024 that an increasing number of international students at UCSC are qualifying for California residency or receiving tuition exemptions, with only 65% paying non-resident student tuition in 2023. This is something for CIE to have on its radar next year as well.

III.   Campus Faculty EAP Director

In fall 2024, Chair Eaton met with UCEAP Associate Deans Peter Graham and David Lopez-Carr, who expressed the strong desire that UCSC restore the position of its Campus Faculty EAP Director. According to Associate Deans Graham and Lopez-Carr, UCSC is the only UC campus currently without a faculty member in this role, an exception that they hoped could be addressed as soon as possible. Chair Eaton then had Zoom conversations with several Campus Faculty EAP Directors at other campuses to learn more about the varied ways that this role is structured and compensated. In CIE's winter 2024 consultation with AVP George, and in subsequent correspondence to Vice Provost and Dean of Undergraduate Education and Global Engagement (VPDUE/GE) Richard Hughey, CIE expressed our view that this position should be restored so that UCSC can send a faculty director to the quarterly meetings that EAP holds (via Zoom) with all of the UC campus faculty EAP directors. CIE sees additional positive benefits that could accrue to the campus from such a position (which we have had in the recent past), as the faculty member in this role would work to improve UCSC student participation in EAP and sit *ex officio* on CIE. In our January consultation, CIE had a very productive conversation with AVP George, who suggested that this faculty director role could perhaps be focused on both EAP and Global Seminars in a hybrid fashion (seeing these two modalities as complements rather than competitors).

In our spring quarter consultations with Executive Director of Global Mobility (EDGM) Alice Michel and UCEAP Associate Dean Peter Graham, we further brainstormed how this position might boost student participation in study abroad. According to EDGM Michel, a campus faculty director could help her office in a variety of ways, including the promotion of academic integration grants (funded by EAP), faculty engagement on new exchange partnerships, and support for the development of new Global Seminars (including one-on-one meetings with professors who could benefit from more training in how to navigate student academic challenges abroad). According to UCEAP Graham, a faculty campus director can help with everything from identifying and overcoming bottlenecks that impede student participation in study abroad to promoting a campus culture that heightens student awareness of study abroad possibilities, including for transfer students who rarely participate in study abroad.

In August 2024, we learned from AVP George that, given current budget reductions, the position has been pared down to a focus primarily on international exchanges, both our bilateral portfolio of institutional exchanges and the UCEAP programs. Although our understanding as of the end of the year was that GE would work to identify suitable candidates for this restored but transformed faculty director position, over the summer we learned that Campus Provost and Executive Vice Chancellor Lori Kletzer would instead prefer the use of an open call to fill this position. CIE hopes that the new Faculty Director will be in place as early as possible in fall quarter 2024. CIE should be sure to follow up with GE on this important issue at the start of the 2024-25 academic year.

IV.   Other Issues

CIE continued to advocate for the establishment of a campus international student center, though less vigorously than in past years, in part due to the consistent obstacles we have faced in promoting this issue, and because the committee decided to spend more of our energies on other pressing issues, including the international enrollment challenges discussed above. One issue to

keep an eye on next year, in light of continued efforts to implement the Leading the Change strategic plan, might be to continue to request that one of the student lounges that is called for in this plan be devoted to international students.

V.   CIE Representation

In 2023-24, Chair Eaton served on the systemwide Senate UCIE committee, as well as on the review committees that selected participants for both the faculty Seminar Away Program to the UK that took place in April 2024 and the upcoming visit to Aarhus University in Denmark in September 2024. CIE members Marc Matera and Guido Bordignon participated in the UK visits to Queen's University Belfast and the University of Bristol. Chair Eaton also attended a Committee on Educational Policy (CEP) meeting to discuss GE's attempt to lift caps that have limited the potential growth of bilateral student exchange programs (which CEP has sought to keep in place due to concerns about possible negative impacts on graduation rates for our domestic students). In spring quarter, Chair Eaton attended a consultation between the Committee on Planning and Budget (CPB) and AVC Whittingham to discuss ways to improve the campus's enrollment of international students.

VI.   CIE Consultations

In addition to the consultations discussed above with AVCEM Whittingham (11/28/23), AVP George (1/30/24), EDGM Michel (5/7/24), and UCEAP Associate Dean Graham (6/4/24), CIE also consulted with Vice Provost and Dean of Graduate Studies (VPDGS) Peter Biehl (2/27/24) and jointly consulted with VPDUE/GE Hughey and AVP George (10/31/23) on various topics related to international education. CIE Chair Eaton was also invited to consult with the Senate on topics related to CIE's purview.

VII.   Local and System-wide Issue Review

In addition to those identified in earlier sections of the report, the committee reviewed and commented on the following issues and/or policies:

- Global Engagement Faculty Seminar Away 2024 (November 2023)

VIII.   Continuing Issues for CIE in 2024-25

There are several matters of continuing and emerging importance that will require CIE engagement and attention in the coming year(s).

- Monitor the potential impacts of our campus' budget deficit on international education and international student enrollment (including the use of waivers for Non-Resident Tuition for international graduate students), and the impacts of international student enrollment on our campus' budget deficit.
- Work with GE to boost participation in Global Seminars that have already been approved.
- Continue engaging with GE to improve the Global Seminar experience (e.g., make course expectations more explicit during recruitment and improve student orientation).
- Continue to encourage the recruitment of more international undergraduate applicants from a diversity of countries (e.g., via community outreach, third party recruiters, etc.) while

brainstorming ways to increase the numbers of international students who are enrolled at UCSC.

- Monitor the development of the Faculty Seminar Away program, including expected visits to our campus of faculty delegations from Queens University and the University of Bristol in fall 2024 and/or winter 2025, and our faculty visit to Aarhus University in Denmark in the fall.
- Onboard the new Campus Faculty EAP Director to help them understand the work of CIE, on which the faculty director will serve as *ex officio*.
- Monitor GE's planned pilot for Global Seminars held during the regular academic year.

Respectfully submitted,

COMMITTEE ON INTERNATIONAL EDUCATION
Guido Bordignon
Rebecca Braslau   Daniel Rodriguez Ramirez, GSA Representative
micha cárdenas
Marc Matera
Jennifer Parker *(F, W)*
Hannah Ralia *(F)*
Zouheir Rezki
Kent Eaton, *Chair*

August 31, 2024

COMMITTEE ON LIBRARY AND SCHOLARLY COMMUNICATION
Annual Report 2023-2024

To: Academic Senate, Santa Cruz Division

The Committee on the Library and Scholarly Communication (COLASC) is charged with advising the campus administration on local and systemwide library and scholarly communication policies. Scholarly communication refers to the multi-faceted modalities by which research and creative work are made public and encompasses issues related to publishing, technology, archiving, and copyright. The committee also advises on the administration of campus libraries and on matters concerning acquisition and management policies for collections. The committee meets biweekly to support this charge and to better understand and learn about the challenges and opportunities facing our libraries. Below we summarize our actions for the 2023-24 academic year.

I.   Library Budget, Collections and Space Orientations

At the November 16, 2023 COLASC meeting, John Bono (Associate University Librarian for Planning and Resource Management) and Kerry Scott (Associate University Librarian for Collections & Services) provided the committee with an overview of the University of California, Santa Cruz Library's budget and collections. The library budget is based on the previous year's allocation, not the number of faculty full time equivalents (FTE) or student enrollment. The presentation clarified the distinction between recurring and one-time library funds. Bono noted that there was a budget surplus, a situation unlikely to continue in the following year. The meeting also covered the shift in the library's collection strategies from a predictive to a demand-driven model. This change is in response to the academic community's evolving needs, as seen in the increasing requests for electronic resources, though physical books continue to be in demand. The committee found the combination of resources from the California Digital Library (CDL), Interlibrary Loan (ILL) services, and campus collections effective in maximizing access. The relevance of these updates to COLASC lies in their impact on library resource management and budget utilization. This trend underscores the need for the library to continually adapt to changing academic requirements.

II.   COLASC tour of renovations to the Science & Engineering Library

On Thursday, November 2, 2023, COLASC members toured the completed renovations to the Science & Engineering Library. Kristy Golubiewski-Davis, the Head of Digital Scholarship, guided committee members and answered questions on the renovations. The renovations included in the tour included the Active Learning Classroom and Digital Scholarship Innovation Studio, where student workers supported projects for various courses and individual student projects using laser cutters, 3D printers, and virtual reality tools.

III.   Consultations

On October 19, 2023 COLASC received a **Baytree Campus Store Update** from Doug Lang, Director Bay Tree Campus Store, and Dionne Latta, Course Material Strategist. Topics discussed included:

- Inclusive Access: This program has been in operation since Winter 2023. Digital textbooks are provided at a reduced cost to students, delivered directly to them by the first day of class. So far 18 courses have been enrolled in the program and the results are promising.
- Scholarships: For the 2022-23 academic year, the store awarded $19,350 in scholarship vouchers to 93 undergrads and 36 grads. In 2023-24, the amount was increased to $21,300 provided to 128 undergrads and 85 grads. Some of this money is donated by the online textbook provider the store works with, Akademos.
- Library Partnership: Since summer of 2022, the bookstore has been checking every required international standard book number (ISBN) to see if it is available as an "unlimited" eBook through the library. If so, this information is provided on the course information page so that students can use the library copy instead. They continue to work on close collaborations with the library to provide zero cost materials to students.
- Student savings: Overall, between Akademos, student scholarships, directing students to library eBooks, and the inclusive access program, the BayTree estimates that students have saved about $606,064 since January of 2022.
- Surveys: The BayTree is planning student and faculty surveys for November of 2023 to gather feedback on functionality and usability.
- Advisory committee: The bookstore has student and faculty advisory committees which meet occasionally throughout the year. COLASC member Madeleine Fairbairn volunteered to serve on the faculty advisory committee this year. (Note: This advisory committee meeting was ultimately not convened in 2023-2024).

COLASC had the following questions for continued dialogue:

- When does the Akademos agreement expire and will it be automatically renewed? What is the process for choosing a company to work with?
- What privacy agreements are in place around Akademos's use of student data? Could it be shifted to an opt-in model of data sharing?
- Does it potentially create a conflict of interest that Akademos donates to the scholarship program? How do those contributions affect the sustainability of the scholarship program? What other sources of funding for scholarships are available once the contract expires?
- Can the library partnership be taken a step further with BayTree actually prompting the purchase of popular textbooks by the library?
- Would it be possible to estimate student savings on an individual level?

On November 30, 2023 COLASC consulted with Kristen Ratan, Library Consultant on the **Year of Open Science/Scholarship** campaign - a collaboration between the Library, Information Technology Services (ITS), and the Office of Research. The presentation provided an overview of how federal policy mandates regarding open and equitable research could impact UC Santa Cruz. It addressed the amount of research at UCSC that is being published open access and the timeline and potential pathways to broader compliance with new policies.

During the meeting, the committee raised questions about the sources used to quantify the Open Access (OA) publishing rate on campus and in the country, as the definition of OA can differ from source to source. Members also asked how open scholarship policy will be shaped in the future for qualitative research data, especially for community-based research, and how federal policies may interact with current Institutional Review Board (IRB) procedures and rules to protect the identity

and privacy of the participants. Lastly, the committee asked if the new federal policy included recommendations on avoiding using proprietary software formats for data. Members also highlighted the importance of having data librarians and data stewards available in our libraries at UCSC to be able to provide necessary support to researchers opening their data.

On January 18, 2024, COLASC consulted with **Online Learning Librarian** Sheila García Mazari to discuss her support of online learning at UC Santa Cruz. The presentation included an overview of how student feedback is helping shape course neutral information literacy modules and resources and how emphasis has been placed on accessibility, sustainability, and inclusion. Likewise, it detailed the pilot materials being shared with two sections of WRIT 2 and a module developed to support transfer students in pre-work for KRSG 25. In discussing this work, the committee became aware of the challenges of balancing asynchronous work that adheres to universal design principles with synchronous modes of engagement that foster inclusion and community building.

On February 1, 2024, COLASC consulted with **Open Educational Resources (OER) Librarian** Sarah Hare, who provided an overview of the common sentiments about OER expressed by students, instructors and publishers broadly, and how they compare to her preliminary findings from interviews with UC Santa Cruz faculty members and focus groups with UC Santa Cruz students. The institution found several items to be of particular note. The presentation also explained efforts to reduce Drop, Fail, Withdraw (DFW) rates via the adoption of OER, as well as the benefits of OER's ability to be adapted to a ten-week quarter when considering that most textbooks are built for a fifteen-week semester. During the discussion of this work, committee members noted challenges in the promotion and adoption of OER given their uneven, and sometimes low, quality. Several committee members likewise mentioned that these resources often include errors or uphold canons in hegemonic and uncritical ways. The committee thus expressed appreciation of efforts to simultaneously support OER, library-licensed resources, and free materials available online.

On May 23, 2024, COLASC consulted with **Community Archivist** Rebecca Hernandez, who updated the committee on her work since the creation of her position in Winter 2022. Hernandez emphasized the Regional History Project she has been overseeing and her role in developing partnerships with stakeholders from numerous communities in Santa Cruz County who have been underrepresented in traditional archiving practices. She explained how community archiving differs from more traditional archiving, and she illustrated the numerous forms that community archives can take. COLASC discussed potential collaborations on campus, such as with the History Department for public history and archival training opportunities for undergraduate students.

IV.   Analysis and Promotion of Open Access Publishing at UCSC

On February 15, 2024, Librarians Association of the University of California (LAUC) representative Martha Stuit, who sits with COLASC, along with Associate University Librarian, Kerry Scott, presented COLASC with data regarding the uptake of Transformative Agreements at UC Santa Cruz. In advance of the meeting, COLASC members reviewed OA actions undertaken by previous iterations of the committee, viewed a previous presentation by Stuit explaining OA publishing at the UCs, and completed a survey about their own experiences with OA. During the meeting, committee members discussed how OA needs vary across divisions. For example, while

faculty in the Basking School of Engineering often value preprints, preprints are of less use to faculty in the Humanities and Arts divisions because of the importance of prose and page citations of final works (in Humanities) and of the need to show images (in Arts) that would have to be redacted in a preprint. Moreover, faculty across numerous divisions are in fields that prioritize book monographs as the principal form of publication or depend upon small nonprofit publishers as the principal venue for article publications.

During both the February 15 and February 29, 2024, meetings, committee members considered next steps to support and advance OA publishing on campus. This included more outreach regarding Transformative Agreements and other existing mechanisms of institutional support for OA publishing, such as eScholarship. While the committee discussed recommendations for local funding support, it recognized the need for systemwide support, given the budgetary challenges of supporting OA publishing beyond the Transformative agreements. Fortunately, as reported to the systemwide University Committee on Library and Scholarly Communication (UCOLASC), several such initiatives are in the works.

On April 4, 2025, Catherine Mitchell of the California Digital Library, along with Rich Schneider of UC San Francisco, visited COLASC to present a draft systemwide Open Access Decision Tree. This document, which will be made available in Fall 2024, is meant to be an easily accessible poster and/or flier that both guides viewers through the OA process and connects them to resources. Committee members provided comments on the document, many of which were incorporated into future versions.

V.   COLASC and the Disabilities & Chronic Illness Faculty Group feedback

During the 2023-24 academic year, COLASC did an informal review of accessibility for UC Santa Cruz's libraries. On November 2, 2023, during the COLASC tour of the renovated Science & Engineering Library, member Cynthia Ling Lee did an accessibility check of the library, noting its features (such as the presence of all-gender, wheelchair accessible single stall bathrooms) and areas of challenge (such as limited Americans with Disabilities Act (ADA) parking and the requirement for keycard access at the ADA entrance). She then interviewed members of the networking group for faculty with disabilities and chronic illnesses about their needs and suggestions related to the library and scholarly communication. Cynthia wrote up a report combining these findings from the tour and networking group, which she shared with COLASC on March 14, 2024. University Librarian Elizabeth Cowell shared the library's response to this report on May 23, 2024. (Both of these reports are available within the COLASC internal archive, and general info on access services helpful for patrons with disabilities is available here[1].) We originally intended to do an accessibility check of McHenry Library on March 23, 2024, but our in-person tour was canceled due to protest activities on campus.

VI.   Reviews

This academic year, COLASC reviewed and responded to the following:

   Divisional:

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[1] Services Available Through the Library - Patrons with Disabilities - Library Guides at University of California, Santa Cruz

- Leading The Change (LTC) Strategic Plan Final Report, November 30, 2023.
- Divisional Review: New Policy on Income Disposition for UC-owned Copyrighted Materials, Data, and Tangible Research Property, December 13, 2023

Systemwide
- (Systemwide Senate Review) Final report of the University of California Systemwide Advisory Workgroup on Students with Disabilities, May 1, 2024

VII.   Other Correspondence

- Budget Collections: Post Consultation 11/16/23
- Post Consultation: Open Educational Resources (OER) Librarian 2/1/24
- Post Consultation: Online Learning Librarian 01/18/24

VIII.   Recommendations to COLASC 2024-25

- Continue to inform the campus of open-access policies and resources
  - Distribute OA materials prepared for UCOLASC, including OA decision tree
  - Consider OA outreach to departments/divisions/other campus units. Please include grad students and postdoc groups in this effort.
  - Consider ways to collaborate with other Senate committees, such as the Committees on Faculty Welfare (CFW), Academic Personnel (CAP), and Research (COR), to promote OA.
- Follow up on assessment of faculty access to UCSC Libraries
  - Schedule tour of McHenry Library, with attention to accessibility
- Library events calendar promotion.
- Schedule follow up consultation with Online Learning Librarian regarding how to build upon the pilot materials shared with WRIT 2 and the module created for KRSG 25 to support students who do not pass through these courses.
- Possible consultations: OER Librarian; any other new Library hires; possibly another update from the Bay Tree Campus Store, Kerry Scott re: library acquisitions process.

Respectfully submitted,

COMMITTEE ON THE LIBRARY AND SCHOLARLY COMMUNICATION
Marcela Alfaro-Córdoba
Ben Breen   Piper Milton, GSA Representative
Madeleine Fairbairn   Aadity Sharma, SUA Representative
Cynthia Ling Lee
Elizabeth Cowell, *ex officio*, University Librarian
Annette Marines, *sits with*, LAUC Representative
Martha Stuit, *sits with*, LAUC Representative
Jeffrey Erbig, *Chair*

August 31, 2024

COMMITTEE ON PLANNING AND BUDGET
Annual Report 2023-24

To: Academic Senate, Santa Cruz Division:

I.   Overview

This academic year has been marked by a series of challenges at multiple levels of the campus, including protests, implementation of new labor contracts, rollout of the new academic Divisional Resource Model, and the public acknowledgement of a large and growing structural deficit for the campus. At the same time, the UC budget has seen the postponement, then the return of the Compact funding for 2024-25, new budgetary cuts, and uncertainty about the 2025-26 budget. At UC Santa Cruz, budgetary challenges played a role in the "sweep/swap" of converting unit funds to central funds at the beginning of the 2023-24 fiscal year, and led to extensive planning for a substantial reduction in expenditures to curb the deficit over the next several years. This has already had major impacts on the campus, with severely reduced FTE authorizations this year following four years of more aggressive hiring as part of the Faculty 100 initiative (with this year's reduction resulting in a quick loss of the progress made toward improving student-to-faculty ratios), and the first round of budget cuts for all campus units.

The Committee on Planning and Budget (CPB) reaffirms committee principles, whether in response to crises, new initiatives, or annual/routine business. At all turns, CPB emphasizes diversifying, stabilizing, and strengthening programs, units, and the educational experiences of students; advocating for strategic growth where appropriate; minimizing the damage of cuts where possible; and being vigilant and responsive to the ways in which circumstances, planning, and/or policy might impact the campus community differentially and asymmetrically. In these ways, CPB commits to critically imagining what is possible beyond the pressures of austerity, and to avoid recommending decisions that would result in long-term negative impacts to campus programs and community welfare. Moving forward, it is imperative that our response to this budget crisis is informed by campus values; there is a real opportunity to reimagine how the campus operates and to capitalize on our strengths, even in a constrained budgetary environment, if we avoid the trap of making decisions informed solely by a self-imposed austerity viewpoint with a short time horizon.

This report is organized by the following sections:

- Shared Governance and Consultation Process
- Faculty FTE Review
- Implications for Reduced Hiring
- Structural Deficit and Budget Planning Process
- Divisional Resource Model (Formerly Fresh AIR)
- Space and Capital Planning
- Highlighted 2023-24 Reviews
- Regular Committee Business
- Local and Systemwide Issue Reviews
- Continuing Issues

II.   Shared Governance and Consultation Process

The UC structure of shared governance clearly delineates CPB as an advisory committee. Our committee's robust consultation schedule, however, creates an active process of engagement and accountability between the faculty and administration. Our conversations allow CPB to address differences in vision and strategy between the Senate and administration, while also affirming our many shared values and goals. Our consultation process involves both structured and unstructured contexts. Unstructured conversations provide both CPB members and administrators opportunities to share their concerns and to clarify their priorities.

To assist in fulfilling the committee's charge, and in accordance with UC Regents Bylaw 40.1,[1] CPB asserts and reiterates its right to request budget data on any aspect of the University budget relevant to committee oversight, and also as background information underlying effective consultation. This year, explanatory information related to two such CPB requests for divisional budgetary and carryforward information (specifically University Advancement and Office of Research) was withheld by the administration, which both obscured some aspects of existing budgets and made it more challenging for CPB members to actively engage in the consultative process at a time when significant budget decisions and deficit reductions were being (and continue to be) considered. CPB holds all such material confidential to the committee, and this lack of transparency hinders our consultative role and also makes our recommendations less specific and relevant to the administration.

The committee typically has a standing consultation with the Campus Provost and Executive Vice Chancellor (CP/EVC) at its weekly meetings, and this year CPB consulted with CP/EVC Lori Kletzer and her team during eighteen committee meetings. As part of these consultations, CPB also annually schedules formal consultation with the Associate Vice Chancellor for Budget and Planning (AVCBAP) for overviews of the campus budget and budget outlook, and other topics as needed (this year, this included an overview of central resources, and campus carryforward and deficit balances). As part of CPB's consultations with CP/EVC Kletzer, the committee also scheduled formal consultation with Associate Campus Provost of Strategic Initiatives (ACP) Adrian Brasoveanu on the topic of the Divisional Resource Model (DRM); specifically, ACP Brasoveanu presented to CPB on Instructional Support and TA Allocations. A planned presentation on the DRM staffing model was several times postponed due to scheduling conflicts and more pressing business; the staffing model will be a topic prioritized by CPB for 2024-25 consultation. Additionally, CPB requested formal consultation with Vice Chancellor & Chief Financial Officer (VC) Ed Reiskin on the topic of housing. AVCBAP Register, ACP Brasoveanu, VC Reiskin, and Campus Budget Director Alex McCafferty also regularly attended the CP/EVC standing consultations with CPB.

This year, CPB also began regularly consulting with Vice Chancellor for Research John MacMillan to discuss the research enterprise on our campus from a resource perspective. VCR MacMillan had consultations with CPB once quarterly, with the spring consultation scheduled jointly with CP/EVC Kletzer on the topic of Indirect Cost Recovery (ICR). Committee on Research Chair Mike Hance was also invited to all of CPB's consultations with VCR MacMillan.

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[1] The Academic Senate may select committees to advise the President and Chancellors on campus and University budgets.

In the past, CPB had consulted with the academic deans every fall somewhat informally, then again in winter to discuss their division's faculty FTE requests to the CP/EVC. This year's consultation calendar with the deans diverged from the historical norm. For example, less formal meetings in fall were held only with Deans Bryan Gaensler and Alexander Wolf, the former to introduce Dean Gaensler to the committee and its work and the latter to discuss space and other resource-related issues in Baskin Engineering (BE). CPB requested a collective consultation with the deans and assistant deans in fall to discuss decanal implications of the Divisional Resource Model (DRM), but the deans preferred to meet with the CPB chair and vice-chair at the Council of Deans instead. This winter quarter, CPB met with the five deans individually to discuss FTE requests. Unfortunately, because the FTE call was pushed back even later than usual this year, some of these consultations occurred before the deans had submitted their FTE requests to the CP/EVC. To compensate, CPB sent post-consultative questions to the deans to clarify any outstanding issues that arose after CPB was able to review the decanal responses to the FTE call. Finally, the deans jointly consulted with CPB early in spring quarter to discuss challenges and opportunities related to the DRM. At this consultation, it was determined that it might be helpful for the five deans to collectively consult with CPB once per quarter starting in 2024-25. This is something CPB will consider implementing next year.

In 2023-24, CPB scheduled consultations on the topics of graduate education and international education as well. During winter quarter 2024, the committee consulted with Vice Provost and Dean of Graduate Studies (VPDGS) Peter Biehl. In spring, the committee consulted jointly with Vice Provost and Dean of Undergraduate Education and Global Engagement (VPDUE/GE) Richard Hughey and Associate Vice Chancellor of Enrollment Management (AVCEM) Michelle Whittingham. In both cases, relevant committee chairs (Graduate Council and the Committee on International Education, respectively) were invited to attend.

Finally, Graduate Council (GC) and Committee on Educational Policy (CEP) chairs are also annually consulted in winter on the decanal faculty FTE requests.

This year, CPB members also represented CPB on several campus committees. Member WouldGo sat on the Interdisciplinary Instruction and Research Building (IIRB) committee, Vice-Chair Venturi sat on the University Space Committee, Member Mitchell sat on the Miscellaneous Fees Committee, and Member Hourigan sat on both the Technology-Enhanced Teaching and Learning Advisory Committee (TETL), and the Advisory Committee on Campus Transportation and Parking (ACCTP). Chair Kudela also sat on both the Budget Advisory Committee and the Strategic Implementation Committee, and represented CPB at the Senate Executive Committee (SEC), and the University Committee on Planning and Budget (UCPB).

In fall, CPB discussed at length the UCPB report on best practices for divisional committees (Appendix I), and noted that UCSC is, for the most part, compliant with the recommendations. One recommendation that CPB consulted on with the CP/EVC is that there be a budget overview included in the annual leadership retreat (held in the fall), to both update the campus on the status of the budget, and to improve budget literacy. CPB notes that the CP/EVC was supportive of this suggestion, and we look forward to this being implemented in the future.

In past years, CPB frequently found, when reviewing off-cycle hire requests, that we simply did not have enough information to make an informed recommendation. CPB has emphasized that

attention to the committee's guidelines for off-cycle hire requests will prevent delays in these time-sensitive processes.[2] This year, CPB provided updated guidance on requirements for off-cycle requests in order to facilitate timely and informed CPB recommendations (Appendix II). Additionally, in the spring, CPB collaborated with GC and CEP on a memo to deans and departments noting that delays in self-study documents not only have repercussions for timely program review, but may also result in CPB refusing to consider hiring requests for departments that have not yet submitted their self-studies (as this background is often critical to the committee's evaluation of potential hires). A separate issue that arose more than once this year was requests for off-cycle hires that CPB later found out were already authorized, or agreed to informally, before CPB provided review. CP/EVC Kletzer also informed the committee that the Senate was not being asked to review hire requests that the CP/EVC unilaterally decided would not be authorized. We note that such decisions are not consultative if the outcome has been decided before Senate review, and it would benefit the review process if CPB were notified when a position is requested but not reviewed by the Senate, as it can provide important context for the shape and growth of departments and divisions.

III.   Faculty FTE Review

CPB's approach to the FTE call follows the approach initiated last year in response to the rollout of the Divisional Resource Model (DRM, formerly Fresh Air), and was updated this year based on CP/EVC guidance regarding likely FTE authorizations during a period of budgetary constraint. CPB first examined and then rated (not ranked) the positions within each division as being supported or not supported. For this call, CPB considered all positions as well-aligned with campus priorities, and rated all 19 submissions as supported. CPB's deliberations about the FTE requests were then guided by the campus goals, priorities, and academic indicators outlined in the FTE call letter, which emphasized UCSC's commitment to reducing the ratio of undergraduate student FTE compared to Senate faculty FTE (30.4) to be in line with UC averages (29.6). Behind this aim is the fundamental principle that the University of California's educational mission as a research university is to provide a UC Quality education, based on three key components: the training and expertise of UC faculty, the ability and engagement of UC students, and the rich research-based environment central to the UC system. High student-to-faculty ratios compromise this mission. While these ratios are increasing systemwide, UCSC has made considerable progress over the past decade, reducing our ratios from the highest in the UC system to being more similar to other campuses (currently in line with UC Davis and UC Irvine and below student-to-faculty ratios at UC Riverside and UC San Diego).[3] CPB evaluated student-to-faculty ratios through a number of lenses including the department-level and division-level undergraduate and graduate student-to-faculty ratios, and the historical trends and likely impacts of imminent separations and retirements. CPB also established priorities for assessing positions based on how the proposed FTE would a) stabilize and strengthen existing undergraduate and graduate programs, and b) support established campus initiatives. CPB therefore focused on a) increasing disciplinary and demographic diversity, b) improving undergraduate and graduate student success and experience by reducing impaction and high student-to-faculty ratios, c) strengthening graduate education, and d) supporting programs that are challenged to mount their undergraduate and/or graduate curriculum. Given the uncertainty

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[2] CPB's off-cycle hire request guidelines are located on the committee's website:
https://senate.ucsc.edu/committees/cpb-committee-on-planning-and-budget/
[3] https://www.universityofcalifornia.edu/about-us/information-center/student-faculty-ratio

of the budget, CPB considered but placed less emphasis on requests that focused more exclusively on aspirational growth towards research excellence, as CPB considered those positions to be valuable but less critical than stabilizing and strengthening existing programs and initiatives during a period of reduced FTE authorizations.

CPB placed the FTE requests into three tiers of four FTE requests each. Specifically, CPB took the following two-step approach:

1. CPB assessed the justification of a position relative to the goals and priorities described above. For this first step, as previously detailed, CPB gave a binary recommendation: either CPB recommended or did not recommend allocation/authorization.

2. If CPB recommended allocation/authorization, CPB rated the position as "highest" (Tier 1), "high," "medium," "low," or "conditional" priority. A "highest" rating represents a position that CPB felt was critical and urgent, requiring a search to be conducted in the upcoming academic year (2024-25). A "high" rating represents a position that CPB endorses for a search in the upcoming academic year, but with the understanding that there may not be enough authorized positions to accommodate all requests. A "medium" rating represents a critical need, but for a search that could be conducted a year or more out. A "low" rating represents a position in a department or program that was well justified, but could be delayed to a future year. Finally, some positions were given a "conditional" rating, where either additional information was required to make an informed decision or the relative ranking would depend on ongoing or planned changes at the FTE and departmental level (e.g., ongoing off-cycle hires, pending separations and retirements, plans for new degree pathways).

In a normal year, CPB would advocate for authorization of all 19 of this year's requests. However, given the structural deficit and the need for budgetary restraint discussed in the FTE call letter, CPB recognized that a small number of FTE would ultimately be authorized this year. We therefore categorized FTE requests into three ranges. First, the highest priority requests (four total in Tier 1) would fit within the limited number of authorizations expected this year. Tier 2 was based on the FTE call letter, which specified 3-4 new faculty and 5-8 open provisions, amounting to 8-12 FTE for this cycle. (CPB did not differentiate between new and open provisions given that all FTE are now centralized, and while this differentiation is useful for tracking progress toward the goal of the Faculty 100 initiative, it makes little practical difference in CPB recommendations). Tier 2 represents what we consider to be the most critical positions for an additional four FTE. Finally, Tier 3 provides four more FTE, providing full recommendations in the unlikely event that the upper limit of 12 positions would be authorized. We hope this tier system provides clear guidance on positions that would likely move up in future FTE calls, so that the divisions and campus can plan accordingly.

The table below summarizes CPB's recommendations for all submitted requests. Below the table are CPB's recommendations by the three tiers.

Table 1. Summary of CPB's overall ranking of FTE requests by division.

	Highest	High	Medium	Low	Conditional
Arts	1	4	0	0	0
Baskin Engineering (BE)	1	2	0	2	1
Humanities	0	0	0	0	0
Physical and Biological Sciences	1	2	2	1	0
Social Sciences	1	0	0	0	1

Tier 1 (in alphabetical order by division; not ranked within the tier):

- Assistant Professor 3, Africa Art & Visual Culture (HAVC, Dean's position #1)
- Associate Professor 3, Generative AI (CSE, Dean's position #1)
- Assistant Professor 3, Terrestrial, Marine, or Mixed Community Ecology (EEB, Dean's Position #2)
- Assistant Professor 3, Cognitive Psychology (PSYCH, Dean's position #1)

CPB categorized four positions as "highest" priority. These are positions that have the potential to critically damage divisions and programs, and/or exacerbate issues with student success if they are not filled in this call.

Tier 2 (in alphabetical order by division; not ranked within the tier):

- Assistant Professor 3, Artist/Scholar in Drawing, Painting, 2-D w/ Latinx/Chicanx Emphasis (ART, Dean's position #2)
- Professor 3, Next Generation Media Technology (CM, Dean's position #2)
- Assistant Teaching Professor 3, Math Pedagogy (MATH, Dean's position #1)
- Assistant Professor 3, Structural Biology of RNA (CHEM, Dean's position #5)

In Tier 2, we placed four FTE that, in a normal year, would almost certainly be authorized. We placed them in Tier 2 because, while critical, they are not the highest priorities. There were considerations about the impact on teaching capacity (MATH) and space availability (CM) that led to these particular positions being slightly downgraded from the highest tier. For the other two positions in Tier 2, CPB agreed that the ART position is foundational, and that the CHEM position is both a growth opportunity and a way to stabilize the broad area of RNA research (in place of the MCDB position, which is discussed in more detail below). The BE position in Tier 2 is a "conditional" FTE due to 1) a probable teaching professor hire in CM in the general area of Game AI, and 2) no space being specified for this position. CPB strongly asserts that space should be identified prior to any FTE authorization.

Tier 3 (in alphabetical order by division; not ranked within the tier):

- Assistant Professor 3, Latinx, Chicanx and/or Latin American Film and Media (FDM, Dean's position #3)
- Professor 3, Statistical Data Science (STAT, Dean's position #3)
- Assistant Professor 3, Data Driven Control (AM, Dean's position #4)
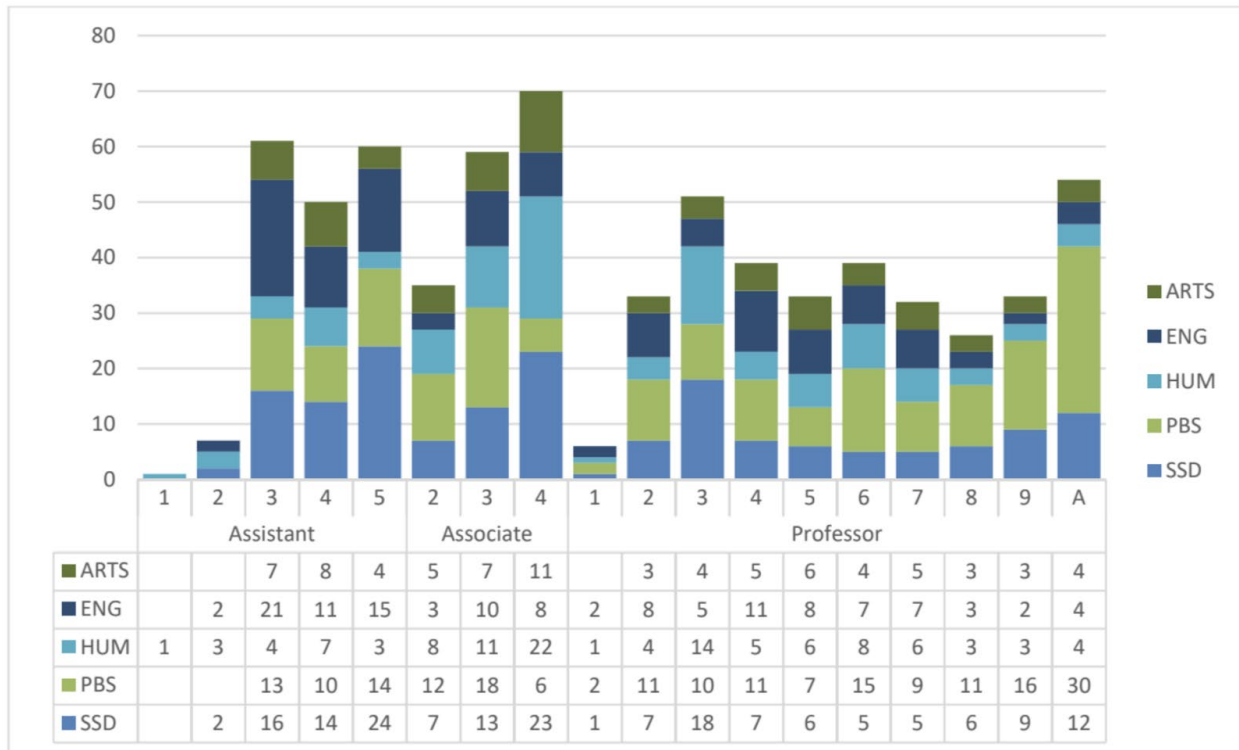- Associate Professor 3, Paleoceanography/Paleoclimatology (EPS, Dean's position #4)

Finally, in Tier 3 we placed four additional FTE. Again, all positions would be valuable additions to our campus, but CPB did not rate them as high priority given current budgetary constraints. We also note that CPB ranked the BE positions in Tier 3 as "conditional" FTE for various reasons noted in CPB's faculty recruitment recommendations memo.

In summary, CPB supported authorization for up to 12 FTE across four of the five divisions. While Dean Jasmine Alinder chose not to submit new FTE requests, CPB strongly supports recruitments for the existing authorized provisions in the Humanities Division. We also recommend that Presidential Postdoctoral Fellows be considered as a strategic opportunity to adjust hiring in response to updates on the budget and divisional needs.

IV.   Implications for Reduced Hiring

While CPB rated all of the proposed FTE as worthy of consideration, three were ultimately authorized by the CP/EVC. Despite the Faculty 100 initiative, there is considerable potential for a net decline in faculty FTE on the campus, with a corresponding impact on student-to-faculty ratios, graduate enrollments (which are also declining, in part, due to the rapidly rising costs of both Teaching Assistant and Graduate Student Researcher salaries), extramural research, and, consequently, both student success and the campus' ability to meet UC Quality standards. Two lines of evidence support this conclusion. First, CEP requested and received data on the distribution of faculty by years and rank (Figure 1). This data shows that about 51% of all faculty are at Professor Step 1 or higher, and 7% of faculty (48 faculty members) have over 20 years on our campus. This has several implications. For CEP, there is concern about the ability to maintain the curriculum with imminent retirements. CPB also notes that new faculty generally result in considerable salary savings when replacing retirements, but some current faculty may choose to delay retirement for fear that their position will not be replaced in our current budget climate. We also note that the Faculty 100 is not particularly evident in the distribution of faculty, assuming the majority of new faculty are hired at the Assistant rank. It is also noteworthy that a disproportionate number of potential retirements are in the Physical & Biological Sciences Division (PBSci); this is already influencing decanal decisions, with Dean Gaensler referring to an "avalanche of retirements" in his response to this year's FTE call. This is not to imply that the issue is unique to PBSci; in their responses to the FTE call, Arts Dean Celine Parreñas Shimizu notes that "[r]ecent and impending retirements threaten the Division's distinction in East Asian Studies," and Dean Wolf notes eight retirements in BE since 2022-23. Retirements were highlighted prominently in nearly all of the decanal responses to the FTE call.

Figure 1. Distribution of Senate faculty at each rank and step by division, as of March 27, 2024. Senate faculty include both ladder-rank and teaching professors as listed in DivData.

|	Assistant					Associate				Professor								
	1	2	3	4	5	2	3	4	1	2	3	4	5	6	7	8	9	A
ARTS			7	8	4	5	7	11		3	4	5	6	4	5	3	3	4
ENG		2	21	11	15	3	10	8	2	8	5	11	8	7	7	3	2	4
HUM	1	3	4	7	3	8	11	22	1	4	14	5	6	8	6	3	3	4
PBS			13	10	14	12	18	6	2	11	10	11	7	15	9	11	16	30
SSD		2	16	14	24	7	13	23	1	7	18	7	6	5	5	6	9	12

A second line of evidence for serious concern is based on the 10-year trend in retirements and separations versus new FTE (Figure 2). From 2014-15 to 2023-24,[4] the campus has grown the faculty by 120 positions, resulting in numerous tangible benefits, including steadily declining student-to-faculty ratios and steadily increasing extramural funding.[5] CPB estimates that, by authorizing only three FTE for 2024-25, the campus faces a net loss of at least 15 FTE for 2024-25 when separations are taken into account.[6] In contrast, the net gain of FTE from 2020-21 to 2023-24 during the Faculty 100 initiative was around 21.5. Taken collectively, the hiring slowdown of 2024-25 will almost completely negate the Faculty 100 gains made over the last four years, reducing our net gain to around 6.5 faculty FTE after just one year of reduced hiring.

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[4] 2023-24 numbers are based on a CPB analysis of likely outcomes.
[5] Student-to-Faculty Ratio: https://www.universityofcalifornia.edu/about-us/information-center/student-faculty-ratio
Extramural Research Activity: https://iraps.ucsc.edu/iraps-public-dashboards/extramural-research/research-activity-awards.html
[6] This estimate accounts for an additional six off-cycle hires and a historical average recruitment success rate of 75%. CPB notes that off-cycle hires are historically closer to 35% of authorized FTE.

Figure 2. 10 year history of Senate faculty hires vs. prior year separations, with 2024-25 estimated based on existing data and historical trends.

10 Year History of Senate Faculty Hires vs. Prior Year Separations
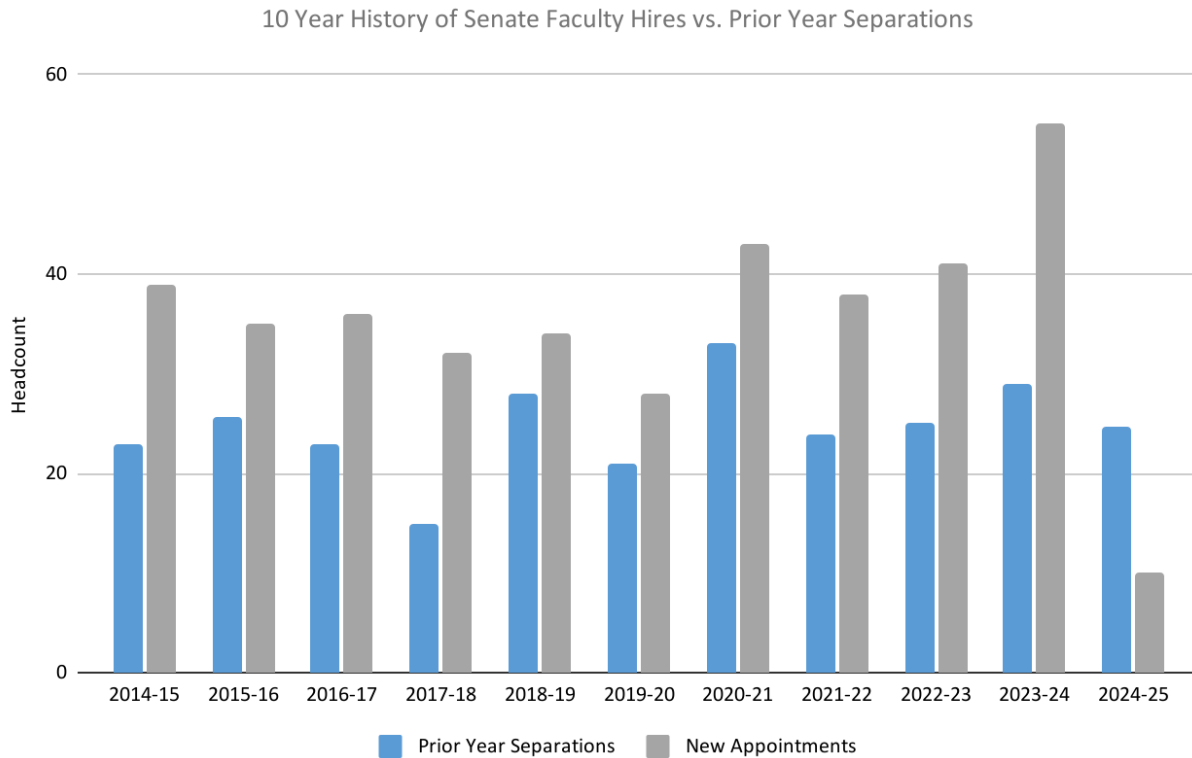
Assuming that similar budgetary restraint is imposed for an additional 3-4 years, the campus will reduce total FTE by 45-60. In terms of faculty growth, this would reverse all of the net gain from Faculty 100 and approximately 5-6 years of net growth on the campus. At the same time, total annual enrollment (student FTE) increased 15.6% from 2014-15 to 2023-24 and 5.2% since 2020-21, when the Faculty 100 initiative was launched.[7] The campus is also focused on increasing enrollment over the next several years, which will exacerbate the divergence between faculty and student FTEs, leading to direct impacts on student-to-faculty ratios and other core campus metrics and values.

It is also noteworthy that for 2023-24, CPB did not review any Presidential Postdoctoral Program Fellow (PPFP) hire requests, but did review a total of 12 off-cycle hire requests, with additional requests pending from BE. This is concerning for two reasons. First, this represents a much higher percentage than the historical norm of faculty hire requests that are not included in the full FTE review process; while there are always some well-justified off-cycle requests related to spousal/partner hires or second hires, these requests are difficult to evaluate holistically within the context of a deliberate faculty recruitment process. Second, off-cycle hire requests have the potential to incentivize divisions to bypass the FTE call process completely by more aggressively submitting off-cycle requests. This is not merely an issue of fairness. Off-cycle requests are most often decoupled from the multi-year hiring plans put forward by the deans and they have the

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[7] https://iraps.ucsc.edu/enrollments/index.html

potential to destabilize departments and programs, as off-cycle hires do not necessarily align with core principles put forth by the CP/EVC and CPB (increasing disciplinary and demographic diversity, improving undergraduate and graduate student success and student experience by reducing impaction and high student-to-faculty ratios, strengthening graduate education, and supporting programs that are challenged to mount their undergraduate and/or graduate curriculum). While we might consider preferentially identifying off-cycle requests that align with positions reviewed as part of the normal deliberation process, as a counter to faculty separations, increases in student FTE, and the increase in off-cycle hires CPB noted this year, CPB advocates for increasing the number of FTE authorizations made as part of the full FTE deliberation process despite current budgetary constraints.

V.   Structural Deficit and Budget Planning Process

CPB learned of the campus structural deficit during fall quarter, and spent much of the year in consultation with the CP/EVC, AVCBAP Register, and VC Reiskin to understand what appeared to be a sudden reversal in cash flow from previous years, as well as the deficit's implications and needed budgetary adjustments. In response to the deficit, the campus initiated a series of short-term and long-term responses to reduce the deficit and increase revenue. The most immediate impact from these measures has been restricted staff hiring, greatly reduced faculty FTE authorizations, and the "sweep/swap" of carryforward funds that was implemented as part of the DRM at the beginning of FY24. The campus also formed a Budget Advisory Committee (BAC) which includes CPB Chair Kudela as representative for the Senate. Detailed recommendations for immediately reducing campus expenses were provided to the Chancellor, and BAC is currently developing multi-year plans for further reductions. CPB is gratified to report that BAC reviewed options through the lens of campus goals and values. At this stage, strategic recommendations for further reductions in spending are being made by BAC, with a separate committee making recommendations for increased revenue, but decision-making based on these recommendations is ultimately the authority of the Chancellor.

On August 20, 2024, Chancellor Larive reported via campus-wide email a deficit of $107M at fiscal close for FY24, with a projected negative cash balance for the campus if no changes are made. The cause of the deficit has been attributed primarily to rapidly increasing salary and benefits at all levels and, secondarily, to COVID impacts, reduced revenue from auxiliary services, reduced non-resident tuition, and aggressive hiring (Faculty 100) over the last several years (but see previous section, Implications for Reduced Hiring). The campus-level budget deficit has been exacerbated by state funding decisions, as the 2024-25 state budget returned the Compact funds but also passed along additional cuts to all UC campuses, totaling $125M. The Chancellor's email stated that reduced staffing will be necessary to address the FY25 deficit, with some currently filled positions being eliminated, resulting in layoffs. It will be important for CPB to monitor staffing and the implications of layoffs in the coming years.

Much of the decision-making and response to this budget crisis is ongoing, and CPB is currently not a part of the ongoing campus budget review process (though the CPB Chair is a member of BAC); nonetheless, CPB began an independent evaluation of budgets and carryforward funds by unit, and also reviewed staffing costs and trends in consultation with the CP/EVC. As part of this effort, the committee began a review of the budgets of major sections of the campus, including the Academic Divisions, University Advancement, Office of Research, and the Silicon Valley Center.

Unfortunately, CPB's efforts to gain access to certain data were unsuccessful. As described above in paragraph two of Section II, the longstanding campus practice has been for CPB to receive complete budget submissions under review from all campus principal officers, and to provide budgetary recommendations on reductions and augmentations to the campus financial officer (until recently, the CP/EVC, now the Chancellor) as an essential part of shared governance on strategic investments and when necessary, budget cuts.

Campus leadership has repeatedly stated that the deficit is in large part due to salary and benefits; CPB is therefore particularly interested in staffing levels by unit, and the historical trends in staffing. While Senate FTE are also a large driver in the budget and deficit, aggressive reductions in FTE authorizations have already been implemented. CPB notes that this is in part because the FTE call is an annual process that is both easily modulated and under central control. In contrast, staff hiring authority is distributed across the units and there is currently no process for central evaluation of staffing trends, nor any agreed upon metrics for what an appropriate staffing level should be for individual units.

CPB began analyzing staffing data to put salary and benefits in context. We note that there are no "best practices" or guidelines for staffing levels, but we propose two metrics that are useful for beginning a conversation about reduced staffing as a deficit-reduction measure. First, using Institutional Research, Analytics, and Planning Support (IRAPS) data, we can compare staffing on our campus to similar UC campuses (i.e. similar size with no medical school). While we compared UCSC to all other UC campuses, the selected comparators were Santa Barbara, Riverside, and Merced. Second, we can generate a staffing metric comparable to student-to-faculty ratios, which are routinely used UC-wide as metrics of campus performance. CPB ultimately created a metric based on the ratio of all managers to total fall enrollments, as managerial staff stood out relative to other staff categories and the Senate had interest in understanding this metric in particular.[8]

Figure 3 provides the percent increase in staffing costs and FTE from 2021 to 2024 by aggregated group (academic positions, management and senior personnel, senior management group, and professional and support staff). While FTE increased across all categories, salary and benefit costs increased faster than FTE by a factor of about two. CPB also notes that academic staffing costs and FTE have increased more slowly than that of employees in all three of the other staffing categories.

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[8] We note that this is an imperfect assessment since IRAPS data are based on "snapshots," but the overall trend should be independent of variability introduced by the IRAPS data methodology.

Figure 3. Percent change in salary and benefit costs and FTE between 2021 and 2024 for academics, management and senior professionals (MSP), senior management group (SMG), and professional support staff (PSS).
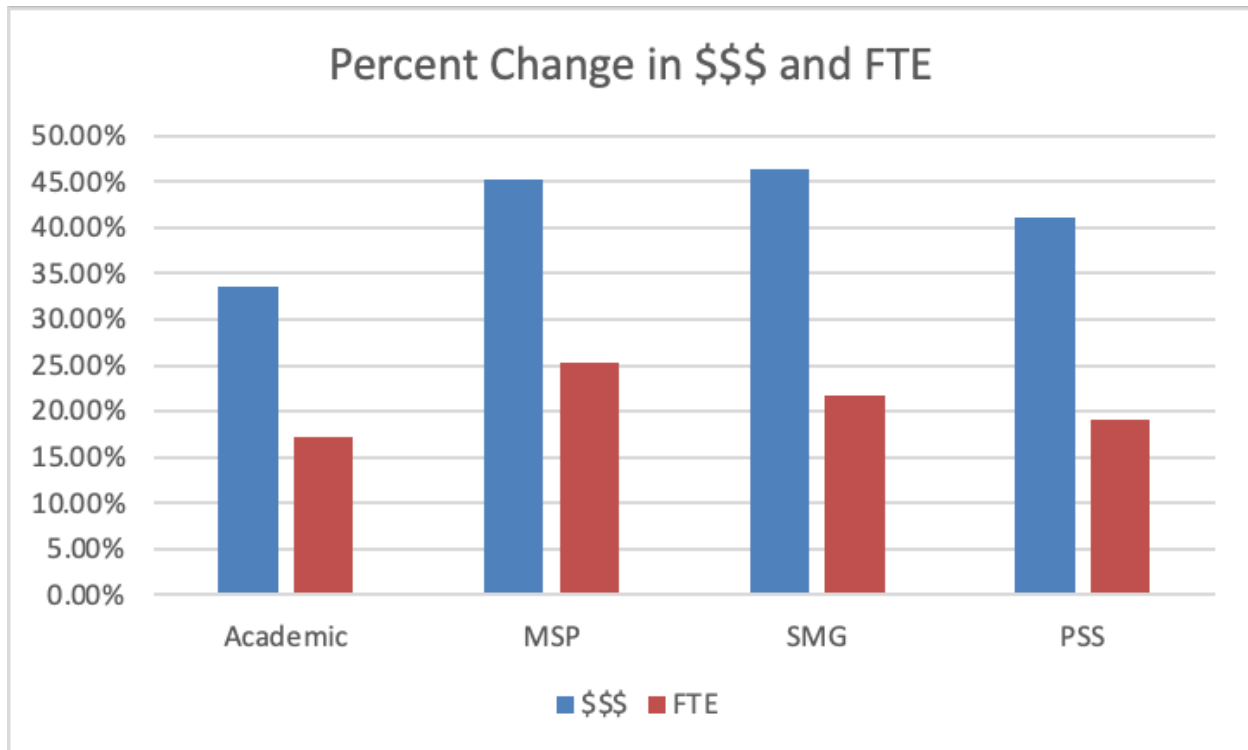
Figures 4 and 5 provide the ratio of managers to other staff and faculty from 2011-2023, and the ratio of managers to total fall enrollments for the same period, respectively, with comparison to comparable UC campuses. Merced shows the most variability as a newly established and growing campus and, while all four campuses' ratios increased during this period, it is noteworthy that, at the end of 2023, UCSC had substantially higher manager ratios compared to other campuses. CPB notes again that there is no identified optimal staffing ratio, but it is clear that UCSC has proportionally more managers than other campuses, suggesting room for adjustment in staffing levels. At the same time, given the deliberate reduction in academic FTE, which will further skew UCSC's ratio of managerial-to-non-managerial staff, a proportional decrease in staffing seems necessary. Based on this staffing data taken collectively, a reasonable starting point would be to look at the mid-level managerial positions and equivalent academic administrative positions (associate-level positions held by academic appointees) to see what positions can be cut.

Figure 4. Ratio of managers to other staff and faculty at UCSC and comparator UC campuses, 2011-2023. Data source: https://www.universityofcalifornia.edu/about-us/information-center/uc-employee-headcount.

Ratio of Managers to Other Staff and Faculty, 2011-2023 (Student Staff, TAs, GSRs, and Postdoctoral Scholars not included)
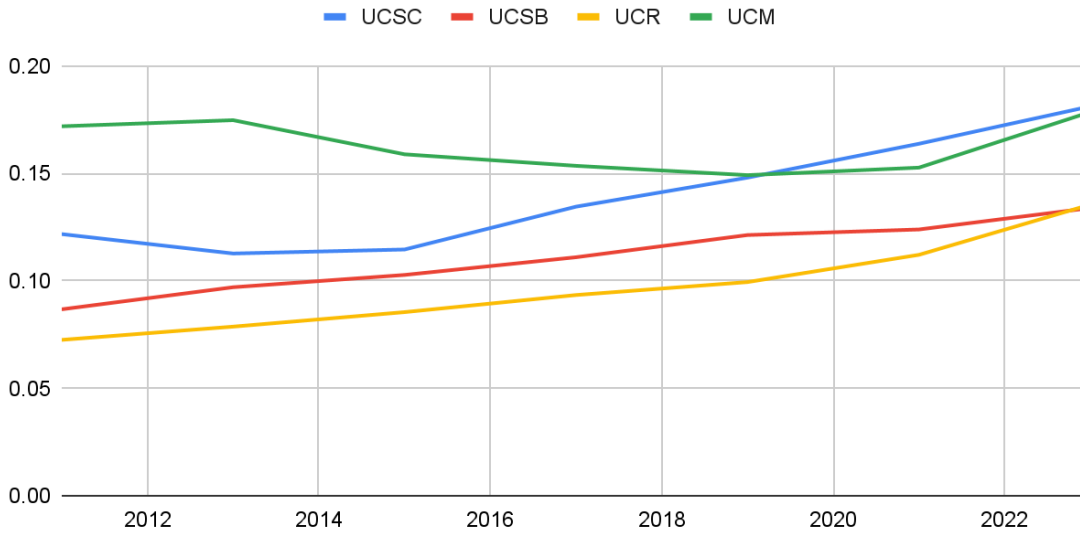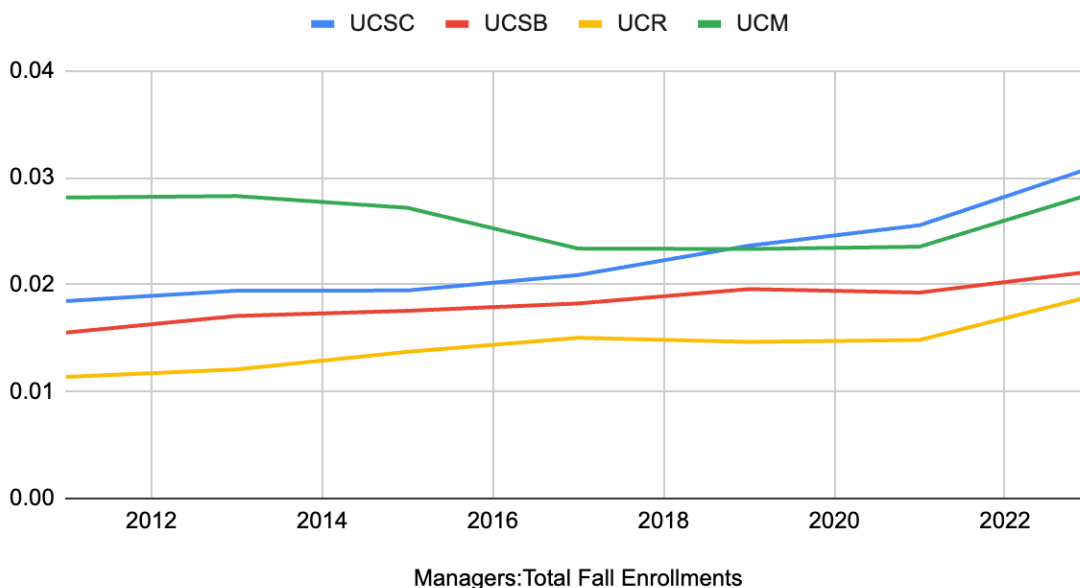
Figure 5. Ratio of managers to total fall enrollments at UCSC and comparator UC campuses, 2011-2023. Data source: https://www.universityofcalifornia.edu/about-us/information-center/uc-employee-headcount, https://www.universityofcalifornia.edu/about-us/information-center/fall-enrollment-glance.

Ratio of Managers to Total Fall Enrollments, 2011-2023

As with the FTE review process, any discussion of reduced staffing should be centered on campus goals and values. Using the FTE call as a guideline, staffing support should be evaluated on (at least): improving undergraduate and graduate student success and experience, strengthening graduate education, supporting student-facing programs, and maintaining research excellence, all while providing adequate support to meet the campus' aspirational goals articulated in the Leading the Change strategic plan.[9]

VI.   Divisional Resource Model (Formerly Fresh AIR)

In 2023-24, CPB spent considerable time reviewing the Divisional Resource Model (DRM), with multiple consultations with the CP/EVC team as well as consultations with the deans. Despite this, we did not finish the review of the staffing model, and we understand that the indirect cost recovery model, which is intended to be part of the DRM, has yet to be addressed. As the deficit reduction initiative is underway, the lack of a complete model has raised issues and inconsistencies in the budget process. CPB notes that there are also positive outcomes from the new DRM. The new model has resulted in standardization of the Faculty Resource Allowance and more realistic and uniform startup and renovation costs, which varied widely prior to implementation of the model.

One year into implementation of the new model, there are still serious concerns about the model formulation and, more importantly, the consequences of the model. For example, as noted in last year's report, CPB remains concerned that the Senate faculty undergraduate teaching expectations are based on recent (~5 year) averages, rather than through an articulation of campus goals. Nevertheless, these numbers project assumed values regarding appropriate class sizes and the quality of faculty/undergraduate relationships. CPB is particularly concerned about the ability of divisions to mount their curriculum and with the impact of hiring teaching professors which, as a result of instructional support formulas baked into the DRM, results in lower teaching capacity in the divisions. While we agree that deans should have the ability to deploy teaching professors to meet their curricular and pedagogical goals, there are consequences built into the DRM that only became visible in the first year's implementation. These consequences are reflected in CPB's recommendations for this year's FTE requests, as serious thought needs to be taken before recommending a new teaching professor FTE at the expense of research-oriented faculty. Research is also affected by the DRM, however. For example, InfoUser fees have been moved to central funding for the academic divisions but not for the Multicampus Research Units (MRUs), making it unclear who is responsible for those fees within the MRUs, and more generally raising issues about the InfoUser fee structure.

CPB also noted that the model does not align with specific curricular needs. Instead, resources are allocated based solely on undergraduate enrollment, making the assumption that all classes are equal. The expectation is that there is enough flexibility at the divisional and departmental level to adjust as needed. CPB remains concerned that this could lead to unintentional consequences, such as divisions favoring large lower-division courses with high student-to-TA ratios (e.g., asynchronous online classes) to generate more resources, regardless of whether such courses align with divisional and campus priorities. The model also places Graduate Student Instructor (GSI) funds in instructional support (rather than teaching assistant) budgets, which severely limits

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programs that use GSIs for pedagogical reasons (i.e. training) rather than to "fill the gap" for undergraduate teaching capacity.

Coming into the first full year of implementation, CPB (and the deans) were expecting that there would be "glide paths" built into the DRM models so that adjustments could be made in the initial stages of implementation. Various documents describing the model(s) also referred to some aspects as "pilot programs" to be adjusted as necessary. It remains unclear when, how often, and with what goals these changes are to be made, but it is clear that the deans and assistant deans feel that their issues and constructive criticism have largely been ignored. CPB continues to recommend that there be a clear articulation of how and when the model will be updated moving forward, and that a specific timeline be given for full implementation. This would allow for broader discussion and consultation in order to achieve a more optimal model that reflects UCSC values and aspirations.

VII.   Space and Capital Planning

In 2023-24, CPB members sat on space and planning committees as representatives of CPB. The drafting of new space planning guidelines and the planning of the Interdisciplinary Instruction and Research Building were of strategic importance this year.

A. University Space Committee

Throughout academic year 2023-2024, the University Space Committee met seven times (October 23, November 13, December 18, February 12, April 22, May 13, and June 17). During these meetings, the committee finalized the new campus space management policy, which will replace the current space management principles approved by the campus in 2011. The committee also drafted new space planning guidelines to serve as an aid in planning, allocating, and managing space on campus. The guidelines will assist the UCSC community (i.e. Space Control Officers, Facilities Coordinators, and Space Planners) in establishing equitable, consistent, and flexible space planning parameters to ensure decisions regarding space are in support of the mission of the University. Throughout the academic year, the committee also reviewed 16 space requests between parties that were in full agreement about the space transactions. These types of reviews are called "consent items," and the committee is asked to vote on them. The outcome of the vote is then forwarded to the CP/EVC, and finally to the Chancellor, who is the approving authority.

B. Interdisciplinary Instruction and Research Building

The Programming and Building Committee met six times throughout the academic year to discuss the completion of Preliminary Plans (P-Phase) for the Interdisciplinary Instruction and Research Building (IIRB). These meetings allowed members to review finalized models, provide feedback on space use and design (teaching and labs), ensure seismic improvement, consider departmental impacts, and discuss how to best utilize space in Thimann Labs (while also noting its severe need for seismic upgrade and renovation). The committee developed a Detailed Project Program that articulates a project vision and provides a detailed overview of IIRB facilities, safety compliance, and budget. This document will undergo regental review, and this phase will be completed by fall 2024,

followed by the Working Drawing (W-phase) and Construction (C-phase) phases when funding is available. It is worth noting that decision-making for IIRB was challenged by the lack of clarity regarding the future of Thimann Labs (including identifying clear fundings sources for decanting and assignment of space itself). Also, while the IIRB does provide 25+ teaching labs and one general classroom, there was serious concern that the new building would not provide enough classroom space nor offices for faculty, and there were some who felt the proposal should not go forward at all. It is clear that the future of Thimann Labs matters, and CPB should ensure that conscientious attention is paid to it next year so that we effectively utilize existing space on campus.

## VIII.   Highlighted 2023-24 Reviews

During 2023-24, CPB reviewed reports and proposals with significant impacts on planning and budget, including the following:

A. *Employee Housing*

In the spring quarter, CPB deliberated on the annual employee housing repricing proposal put forth by Real Estate & Contract Services (RECS). RECS recommended a 2.51% increase in employee housing resale pricing for 2024-25, aiming to maintain affordability, particularly for assistant professors. CPB expressed significant concerns about the proposal. We noted that the recommended increase would price entry-level units at 45.7% of actual market sales in the area, falling well below the 60-75% range considered ideal by the campus' own metric. CPB noted that this discrepancy holds across unit types when compared to median home prices for both 95060 and Santa Cruz County as a whole (Figure 6). CPB argued that such pricing dynamics create excessive demand with little incentive for senior employees to sell their campus housing, thus exacerbating the shortage for new faculty entering the program.

Figure 6. Comparison of proposed campus housing prices by unit as a percent of median home prices in Santa Cruz City and County.
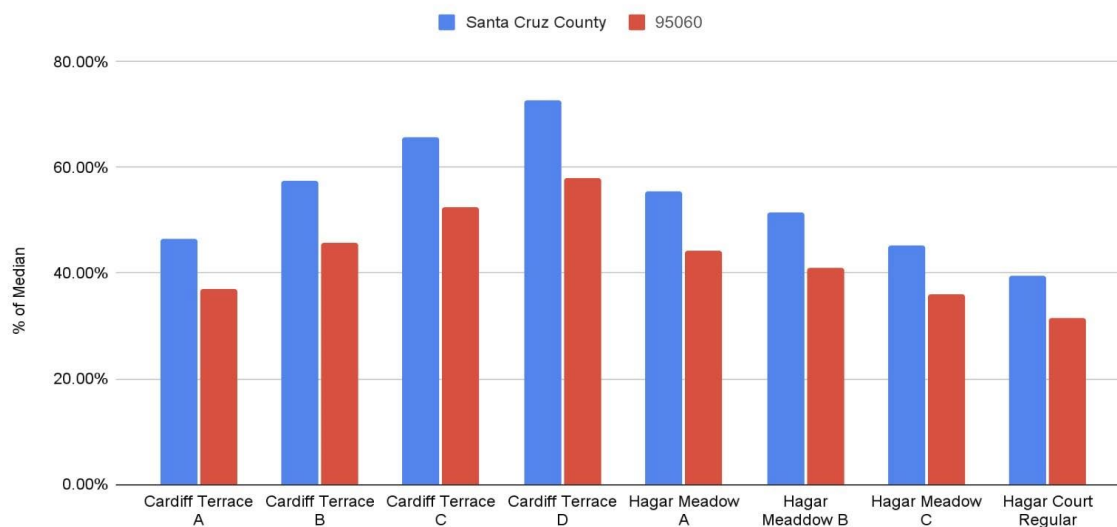
CPB advocated for a radical rethinking of the current housing strategy at UCSC. We were critical of the traditional approach, of seeking to build more on-campus housing, due to prolonged construction delays and cost overruns. Instead, CPB proposed a holistic, ecosystemic approach to employee housing, suggesting that incentives for buying and selling campus housing need to be fundamentally revised. We highlighted the dynamic nature of the local housing market, emphasizing the need for flexible repricing models that adjust to market fluctuations and provide sufficient incentives for faculty to participate in both the campus housing program and the local housing market.

Furthermore, CPB recommended reallocating resources from the Resale Program away from future housing projects and towards greater levels of support for employee home buying options, such as through supplemental loans or home equity sharing programs. We proposed exploring alternatives to solely expanding on-campus housing, including innovative financing models. CPB concluded by calling for the establishment of a campus task force in the upcoming academic year to comprehensively study and propose solutions to the housing crisis at UCSC, stressing the interconnectedness of various housing components that need to be addressed collectively. We request representation on this task force to ensure our recommendations are considered in future housing policy decisions.

B. *Computer Science & Engineering Enrollment Management Plan*

CPB had the opportunity to review an extension to Computer Science & Engineering's (CSE) enrollment management plan. An anomalous admission yield in 2022 further exacerbated the enrollment woes of this already critically impacted department. CPB concurred with CSE's request to extend enrollment caps of 400 frosh and 100 transfers in the Computer Science major, and 100 frosh and 20 transfers in the Computer Engineering major. This will allow the department to retool their curricular needs toward upper division courses that the 2022 mass of students will require to graduate. However, CPB and other Senate committees expressed concern that frosh-to-transfer ratios are significantly below UC-mandated values. Furthermore, the committee noted that the enrollment targets were justified in two ways: (1) critical upper-division impaction related to an anomalous yield, and (2) to bring both the ratio of undergraduate degree-to-faculty FTE and teaching loads closer to campus norms. The former represents a short-term intervention that should theoretically expire, followed by restoration of higher enrollment targets approved in 2020. The latter, in contrast, is a longer-term approach that warrants an ongoing dialogue, particularly in light of limited faculty hiring over the next few years. CPB recommends an annual review of the enrollment management plan to facilitate this dialog.

C. *Students with Disabilities Report*

CPB reviewed the final report of the University of California Systemwide Advisory Workgroup on Students with Disabilities, which included a budgetary overview of disability support services across the system, analyzed specialist caseloads at each institution, and offered recommendations for supporting disabled students. It also highlighted disparities in graduation rates between disabled students and their non-disabled peers, calling attention to the compounded challenges faced by disabled students of color. Overall, disabled students make up 24% of the undergraduate population across the UC

system.

CPB noted additional resource implications for our campus in the report. At UC Santa Cruz, the current ratio of disability specialists to students is 1:834, significantly exceeding the UC system target of 1:250. Despite a 51% increase in the overall budget for UCSC's Disability Resource Center between 2021 and 2023, the resource allocation is not sufficiently addressing the growing needs of our disabled student population, with respect to equity in learning and access to resources. In April, CPB consulted with the CP/EVC about plans to address these issues, focusing on manageable caseloads for disability specialists and transparency in resource allocation. This topic was deferred but not revisited. Given the inequities in learning and insufficient support for disabled students (including staff and faculty who support these students), CPB will continue to work with the CP/EVC to ensure that a strategic, responsive plan will be developed to improve students' access to education. Such a plan could address specialist caseloads, overall resource allocation, curriculum development, and targeted support for students of color.

D. *Classrooms and Modalities Advisory Committee Report*

CPB discussed the preliminary report of the Classrooms and Modalities Advisory Committee (CMAC). CPB acknowledged CMAC's thorough analysis of classroom space and scheduling but highlighted the need for greater attention to the creative use of space and alternative course modalities going forward. We supported proposals to regularize non-general assignment (non-GA) space and increase summer session enrollment, though we questioned the popularity of weekend classes and suggested encouraging faculty participation in summer sessions through teaching incentives and/or sabbatical credits. CPB recognized the evolving landscape of online education, urging CMAC to consider future technologies and the benefits of remote learning, such as flexibility and increasing access and equity. We recommended embracing hybrid approaches to course modalities to better utilize classroom space and meet diverse student needs. CPB also raised concerns about the ongoing costs and support required for maintaining high-quality online courses, suggesting a proactive approach to ensure course content remains updated and relevant. Overall, CPB appreciated CMAC's efforts and looks forward to reviewing their recommendations for the coming year.

E. *Digital Arts and New Media Change of Administrative Home Proposal*

CPB reviewed a proposal requesting to move the Digital Arts and New Media (DANM) MFA from an Arts divisional program to a program within the Department of Performance, Play, and Design (PPD). CPB notes that the DANM MFA is on a suspension of admissions through the 2024-25 cycle, which began in 2022-23 and was approved by Graduate Council in several stages. CPB's principal concern with the proposal is the contention that the relocated MFA program will be resource neutral. While the Dean's letter indicates commitment of support for 5-8 courses per year, the committee questions whether standard course buyouts for non-PPD faculty will cover the total costs associated with instruction. Additionally, CPB joins the department in recognizing challenges around space requirements and sufficient staff support. The committee would like to see more formalized agreements between the Arts Division and PPD to ensure that the department will have the resources necessary to relaunch DANM. Although CPB is enthusiastic about the prospect

of redeploying the DANM MFA program, it remains concerned about the logistics in light of the current campus budget climate. If DANM MFA admissions do not recommence by fall 2026, CPB shares GC's reservations about the viability of the program. CPB looks forward to ongoing conversation among the Arts Division, PPD, and the Academic Senate to ensure the successful relaunch of the DANM graduate program.

F. *Feminist Studies*

During 2023-24, CPB reviewed several 100% FTE transfer requests from faculty in the Feminist Studies Department (FMST). Chair Kudela also met with Humanities Dean Alinder and other administrative and Senate representatives to discuss the current state of the department. As a result of the FTE transfer requests that have come out of FMST in recent years, and if all of this year's requests are ultimately approved, FMST will have only one 100% FTE faculty member (and a handful of 50% FTEs) starting in fall 2024, unless there are new hires. CPB is gravely concerned about the overall health and viability of FMST as a functional department, and cannot recommend that additional resources be put toward the program without a clear understanding of what the timeline and trajectory is for either (a) stabilization or (b) disestablishment of the program. CPB acknowledges the incredible value and accomplishments of both FMST and the individual faculty that have been part of building the program. As we approach the 50th anniversary of such an influential program, it is incredibly important that FMST work with the Dean and the Senate to address deep structural issues that must be resolved if FMST is to remain a department on this campus.

IX.   Regular Committee Business

A. *External Reviews*

CPB annually participates in department and program external reviews. During 2023-24, CPB reviewed department/program self-studies and subsequently submitted questions to supplement the universal charge for upcoming reviews for Applied Mathematics, Art, Astronomy & Astrophysics, Biomolecular Engineering, Economics, Film and Digital Media, History, Politics and Legal Studies, and Sociology. CPB also prepared responses to External Review Committee (ERC) reports and the department/program and dean responses to them as preparation for closure meetings for Education; Molecular, Cell, and Developmental Biology; Music; Physics; and Statistics. The committee reviewed mid-cycle reports and made recommendations on the length of review cycle for Electrical & Computer Engineering; Performance, Play, and Design; Critical Race & Ethnic Studies; Anthropology; and Writing.

Unfortunately, several scheduled reviews were not completed in 2023-24 as a result of missing external review materials. Despite self-studies being due on September 1 each year, the Earth & Planetary Sciences and Ocean Sciences self-studies were never submitted to the Senate, and other departments submitted as late as March 2024. Similarly, department and dean responses to ERC reports have been seriously delayed for multiple departments/programs. According to process, the department response is due four weeks following receipt of the ERC report, and the dean's response is due two weeks after that. We note that the ERC reports for Computer Science & Engineering and Ecology &

Evolutionary Biology were received in May 2023 and November 2023, respectively, but the Senate never received department or dean responses; as a result, CPB was unable to review the ERC reports in preparation for these departments' as-of-yet unscheduled closure meetings. Mid-cycle reviews are also sometimes late. The Senate was unable to review the mid-cycle report for Environmental Studies, which was not received by the Senate this academic year in spite of a December 2023 due date. In response to these delays, CPB, along with the Committee on Educational Policy (CEP) and Graduate Council (GC), sent a joint correspondence to the deans explaining that late external review materials may result in the Senate deferring committee reviews to the following academic year. Additionally, as these delays will result in Senate committees being unable to schedule formal review of other requests, we will reserve the right to delay review of any departmental requests in cases where external review materials are outstanding (absent an approved extension).

B. Off-Cycle FTE Requests and Waiver of Open Recruitment Requests

CPB has developed guidelines for committee review of waiver of open recruitment proposals for Target of Excellence (TOE) and spousal/partner hire requests, as well as for second hire requests.[10] The guidelines are designed to encourage the development and submission of consistent, informative, and complete proposals from the divisions, as well as to clarify and make transparent the committee's review process. CPB's guidelines were last updated in 2018, with administrative consultation and endorsement, and they are available on our website. The guidelines are consistent with campus policy, where it exists. As noted above in Section II, CPB provided updated guidance on requirements for off-cycle requests this year (Appendix II). The new guidance supplements rather than replaces the existing CPB guidelines.

In 2023-24, CPB reviewed and made recommendations on two second hire requests, one each from BE and PBSci. CPB also reviewed and made recommendations on four spousal/partner waiver of open recruitment requests, two each from BE and SocSci, and one Target of Excellence (TOE) waiver of open recruitment request from BE. Finally, CPB reviewed one request from SocSci for an off-cycle open recruitment. This year, CPB did not review any requests for Presidential Postdoctoral Fellows nor Chancellor's Fellows Program hire requests. It is also the committee's understanding that the CP/EVC has denied some decanal off-cycle hire requests without requesting Senate review. Collectively, these off-cycle hire requests represent a significant increase from previous years, relative to on-cycle FTE authorizations. Please see Sections III and IV above for further discussion of off-cycle hiring.

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[10] https://senate.ucsc.edu/committees/cpb-committee-on-planning-and-budget/cpb_guidelines_and_memoranda.html

Table 2. Number of off-cycle hire requests reviewed by CPB in 2023-24, by type and division.

	Arts	BE	Hum	PBSci	SocSci	Total
Second/Third Hires	0	1	0	1	0	2
Off-cycle open recruitment	0	0	0	0	1	1
PPFP hire requests	0	0	0	0	0	0
TOE	0	1	0	0	0	1
Spousal/Partner waiver requests	0	2	0	0	2	4
Total	0	4	0	1	3	8

C. FTE Transfer Requests

CPB is one of four Senate committees that reviews and makes recommendations on faculty requests for FTE transfer. This year, CPB reviewed five FTE transfer requests in total, all requesting a 100% FTE transfer. This represents a greater number of FTE transfer requests than usual. One such request came from an Assistant Professor in BE. Four of the requests came from faculty in the Humanities, ranging from Associate Professor to Professor, with two requests to transfer to another department, and two to transfer to divisional appointments in Humanities.

X.   Local and Systemwide Issue Reviews

In addition to the issues discussed in earlier sections of the report, CPB reviewed and commented on the following issues and/or policies:

Divisional
- Faculty FTE Appointment Reduction Request (n=1) (October 2023)
- Proposed Discontinuance of Environmental Studies/Earth Sciences Combined Major (October 2023)
- Proposal to Remove College 1 as Prerequisite to Writing Courses (October 2023)
- Report on Efficacy of Online Courses at UC Santa Cruz (October 2023)
- Proposal for Three Discovery Seminars for First-Year Students in the Sciences (October 2023)
- 2024-25 Faculty FTE Draft Call (December 2023)
- Agroecology B.A. Three Year Interim Review Report (December 2023)
- TIM Program External Review Deferral Request (December 2023)
- Name Change Proposal for the Classical Studies B.A. (January 2024)
- Physics (Astrophysics) B.S. Administrative Home Change Proposal (January 2024)
- CEP Credit Hour Policy (March 2024)
- Five-Year Perspectives – 2024 to 2028-29 (April 2024)
- Science and Justice Minor Proposal (April 2024)
- Graduate Program Name Change Proposal for Earth and Planetary Sciences (May 2024)
- History MA Reinstatement Proposal (May 2024)
- Human Computer Interaction M.S. PDST Renewal Proposal (May 2024)

- Mathematics Education B.A. and Mathematics B.S. Interim Reports (May 2024)

Systemwide
- Proposed New APM - 672, Negotiated Salary Program (October 2023)
- Proposed Revisions to Systemwide Senate Bylaw 55 (Departmental Voting Rights) (October 2023)
- Assembly Constitutional Amendment 14 (Ortega), Scheduled for hearing in the State Assembly Committee on Labor and Employment, March 13, 2024 (March 2024)
- Proposed Revisions to APM - 710, Leaves of Absence/Sick Leave/Medical Leave (April 2024)
- Proposed Regents Policy on Public and Discretionary Statements by Academic Units (April 2024)
- Proposed Academic Senate Statement on UC Quality (April 2024)

XI.   Continuing Issues

As indicated throughout this report, there are several matters of continuing and emerging importance that will require CPB engagement and attention in the coming year(s).

CPB will continue to collaborate with:

- the Office of Budget and Planning, and the Budget Advisory Committee, as part of the multi-year deficit reduction and budget planning process. In 2024-25, CPB will begin their collaboration with the new Associate Vice Chancellor of Budget Analysis and Planning, Amber Blakeslee;
- the Leading the Change Advisory Committee, with Chair Kudela serving as representative from CPB;
- the Division of Finance, Operations, and Administration (FOA) on capital planning and employee housing issues, alongside continued monitoring of and engagement in other space planning (including through CPB representation on the University Space Committee and IIRB planning committee);
- the Office of Research on research-related budget and planning, including CPB consultation on a new Indirect Cost Recovery model. In 2023-24, CPB began quarterly consultations with VCR MacMillan (with the chair of the Committee on Research present) and the committee intends to continue this consultation calendar in 2024-25;
- the disciplinary deans to better understand the academic side of budget and planning decisions. In spring 2024, the deans suggested quarterly consultations with CPB, as a group, in the future. CPB will consider this new mode of communication in 2024-25;
- the CP/EVC and disciplinary deans on faculty FTE at the planning and review stages.

In 2024-25, CPB looks forward to continuing to evaluate the Divisional Resource Model's implementation and outcomes and, in particular, to monitoring the timeline for adjusting the model based on the first year of data. CPB also anticipates continued consultation with the CP/EVC and principal officers regarding the funding metrics and budget planning process for non-academic divisions, and how these are reflected in campuswide budget planning decision making.

Some specific issues that were not completed in 2023-24 that will carry forward to next year include:

- reviewing the MRU funding model and the Indirect Cost Recovery model with the CP/EVC and VCR;
- reviewing the staffing component of the Divisional Resource Model with the Office of Budget and Planning and monitoring staff layoffs;
- CPB involvement in the Budget Office's adjustments to the Divisional Resource Model;
- advocating for and having a representative on a new campus task force on employee housing;
- advocating for budget overviews to be a standard component of the annual leadership conference;
- consultation with the Office of Budget and Planning on the 2024-25 Resource Call process and timeline;
- follow-up with the CP/EVC regarding an updated policy clearly defining the costs and mechanisms for course buyouts for all classes regardless of number of credit hours.

We also anticipate that the ongoing issues with the Feminist Studies Department will warrant continued discussion with CPB, GC, CEP, and Dean Allinder. We are hopeful that a plan to either disestablish the department or develop a multi-year stabilization plan is forthcoming in fall 2024 and, especially, prior to the annual FTE call, as difficult decisions will need to be made given what is anticipated to be a greatly reduced number of new FTE over the next few years.

Finally, at a committee-level, CPB looks forward to continuing to review the UCPB Report on Divisional-CPB Best Practices (Appendix I), and will consider incorporating new practices into committee and consultation cultures. One change that CPB may consider in 2024-25 is a training program in the fall, for both new and returning members, to improve member understanding of campus budget processes and principles, and help members become more effective in their roles.

Respectfully submitted,

COMMITTEE ON PLANNING AND BUDGET
Carolyn Dean
Jeremy Hourigan   Daniel Halpern-DeVries, SUA Representative
Nick Mitchell   Sana Gupta, SUA Representative
Cameron Monroe   Samir Ghosh, GSA Representative
Leila Parsa
Tanner WouldGo
Patty Gallagher, *ex officio*
Matthew McCarthy, *ex officio*
Daniele Venturi, *Vice-Chair*
Raphe Kudela, *Chair*

August 31, 2024

Appendix I

UCPB Report on Divisional-CPB Best Practices
November 13, 2023

<u>Overview:</u>

During the 2022-23 academic year, the University Committee on Planning and Budget (UCPB) conducted an analysis of the budget and planning practices of the divisional Academic Senate Councils for Planning and Budget (CPB; also known as the Committee on Academic Planning and Resource Allocation [CAPRA] at UC Berkeley and at UC Merced, and the Committee on Academic Planning and Budget [APB] at UC San Francisco). The goals of each divisional CPB are to serve as an important advisory body for the respective divisional administration on budget-related decisions and strategic planning, ensure transparency in short- and long-term budget matters with the campus community, and foster UC's core ideal of shared governance. This report presents key insights and best practices developed through UCPB-meeting discussions with input from the divisional Councils. UCPB members unanimously emphasized the need for guiding principles of best practices for the divisional CPBs in order to optimize their campus functions. The purpose of this report is to provide a consolidated overview of key recommendations and strategies to enhance the effectiveness of each Council's operations and role in shaping budget principles for its campus and across the UC system.

<u>Goals for Best Practices</u>:

1. **Information Sharing and Transparency:** A fundamental principle in CPB best practices is the need for information sharing and transparency in budget-related matters between the administration and CPB, as this allows for meaningful participation by CPB in the budget process and fosters trust between the Senate and the Administration. Council members emphasized the importance of providing comprehensive information about the campus budget to the divisional CPBs, including sharing current budget data, financial projections, reports on past budget trends, and current budget priorities. Access to budget information from individual units as well as long-term strategic plans for the campus optimizes CPB's effectiveness.

2. **Oversight of Operating Budgets and Resource Allocation for Individual Units:** In order to properly review the material presented to them – from recommendations for long-term strategic planning to approval of endowed chairships, CPB members need to know the current strategic goals of each college/school/unit, how budget planning and FTE allocations are handled within the unit, and an overview of their current resource allocations and budget concerns. If the campus or a particular unit is dealing with a current budget crisis, it is important for CPB to understand what mistakes led to this issue, what is being done to address the issue, and whether the underlying problem still persists. In addition, providing information about the college/school/unit goals and

resource requests gives Deans an additional opportunity to advocate for their current needs and mission. Line-item budget information is not necessary for such oversight; a summary overview of the unit revenues, expenses, and strategic goals would likely be sufficient.

3. **Participation in Long-Term Strategic Planning for the Campus:** The timely inclusion of CPB in campus strategic planning provides the opportunity for the campus administration to take advantage of the broad expertise present across the Council membership. CPB can offer suggestions in a confidential setting prior to the rollout of new initiatives to ensure the best chances for success. As an early partner in the development of the strategic plans, CPB can help to ensure better support from the campus community and can share in the responsibility for any failures or crises that arise. The inclusion of the faculty representatives on this Senate Council in strategic planning can also increase the trust of the campus faculty in the new initiatives, as a broader representation of faculty have been involved in the planning, even if initially in a confidential manner.

4. **Regular Consultation between CPB and the Campus Leadership:** UCPB emphasized the need for effective consultation and collaboration between CPB members and the administration leadership. Regular meetings between CPB and campus administrators, such as the Provost, Vice Provosts, Chancellor, Vice Chancellor(s), and/or the Chief Financial Officer (CFO), help keep faculty informed about budget issues and campus plans and, in return, allow for timely feedback of faculty concerns and approval from CPB. This collaborative approach promotes a shared understanding of budget decisions.

5. **Training and Sharing of Institutional Knowledge:** Effective transfer of knowledge within divisional CPBs from year to year is vital for the efficient and fruitful function of the Council. Regular training programs in the fall for both new and returning members to improve their understanding of campus budget processes and principles helps members become more effective in their roles. Sharing best practices among CPB members from different campuses can also improve budget oversight and planning. Including members of the Office of Budget and Finance as *ex officio* members on CPB can greatly facilitate both formal and informal training throughout the year. Two-year terms for CPB Chairs also facilitate the maintenance of institutional knowledge.

6. **Information Dissemination:** While confidentiality in budget matters is often necessary, the dissemination of such information as the strategic plans for the campus, the reasons for the success or failures of particular initiatives, and an overview of the ongoing revenues and expenses for the campus and/or college/schools/units are vital for developing campus-community support and satisfaction. With representatives from much of the campus in its membership, CPB can help to facilitate the distribution of such information to the community. Regular and easily accessible presentations of

relevant updates are key for driving the support of the campus while minimizing the onus on the community members to seek out that information.

Problems to Address:

The Council developed the following list of issues present at some or all of the divisional CPBs (Appendix 1) that should be addressed in a plan to achieve these best-practices goals:

- *Lack of an adequate role in the planning aspects of "budget and planning" for the campus and individual units*

  The role of CPB in budget planning and oversight currently varies across UC campuses. CPBs at a few campuses focus on FTE allocation, a few others review Deans' annual budgets comprehensively, and the rest are not involved in either. Without adequate involvement in budget planning, CPB is hampered in its ability to properly evaluate its reviews and to contribute its expertise to the campus.

- *Lack of input to and responsibility for strategic-planning outcomes*

  The majority of divisional CPBs do not have an adequate role in campus strategic planning. When CPB does not play a significant or timely role in the strategic planning for its campus, CPB representatives do not have the ability to properly address or defend campus initiatives when approached by concerned faculty and campus community members. Members find that it is much harder to fix issues or grow campus support when CPB is included only after plans have gone awry. CPB reviews at all levels of complexity are also hampered by a lack of knowledge of long-term campus plans.

- *Lack of sufficient or timely consultation with campus and/or budget-office leadership*

  Campus leadership and senior management do meet somewhat regularly with all of the divisional CPBs. However, some campuses rely on CPB requesting such meetings rather than holding pre-planned quarterly meetings, which often reduces the frequency and regularity of the consultations.

- *Lack of access to sufficient short- and long-term budget information for each college/school/unit*

  In practice, most CPBs do not currently have access to this information and are consequently often reduced to simply "rubber-stamping" reviews that it is asked to evaluate. CPB members are well-versed in confidentiality and could utilize this information to improve both their reviews of current program budgets as well as their help with strategic longer-term planning.

- *Lack of maintained institutional knowledge within CPB*

CPBs currently rely primarily on returning members and prior-year reports to pass on key institutional knowledge to the next year's Council. The goals and concerns about prior cases before the Council must often be rediscovered, especially on years with a large membership turnover, and new members typically have little knowledge about or experience with campus budget issues. In contrast to many of the other Senate Councils, CPB needs its members to have at least some degree of budget understanding from the beginning of their tenure on the Council to most effectively perform its duties. No campuses have a formal training plan for new members or adequate background resources available, although a handful invite the senior management from the budget office to present important budget background information and relevant updates during the fall CPB meetings.

- *Lack of efficacious information distribution to campus members (e.g., faculty, staff, students)*

  An ongoing problem on all campuses is the effective distribution of information about campus plans, problems, and successes to the broad campus community. Budget matters cause particular concern and stress among the faculty, and rumors often abound due to a lack of understanding of current issues and crises. While many campuses have made progress on improving dissemination by setting up websites and newsletters/emails, many members of the campus remain unaware of their availability or how to access such information. CPB should better utilize its broad campus representation and consultation to aid in this dissemination.

- *Lack of timely involvement in endowment reviews*

  Most CPBs suffer from a lack of timely consultation with the Advancement office for all levels of endowments. There are numerous examples of proposed endowments arriving for CPB review after the agreement has been finalized with the donor or even after a public announcement of the gift has been made. In several of these cases, CPB identified major concerns that were either difficult or impossible to properly address given the late timing of their review. Such failures in timely consultation can put both the donation and the reputation of the campus in jeopardy.

- *Lack of appropriate exclusion of non-budget reviews sent to CPB, leading to unnecessary workload*

  A final concern is how to properly manage the workload of CPB, especially if additional workload is added with the best-practices recommendations. Per UC policy, CPB is often consulted on programmatic changes even when there is no clear effect on the program budget or resource allocation. Divisional CPBs vary in how they screen potential reviews, but the majority could reduce the workload of the general Council with a better plan for filtering the requests for review.

Recommendations for Best Practices:

UCPB has compiled the following set of recommendations for best practices for optimal functioning of the divisional CPBs. While each campus has contributed important practices to these recommendations, UC Davis is currently the role model for the overall most involved and effective divisional CPB and thus has contributed heavily to these points. These recommendations are numbered to correspond to the associated goals presented above.

1. **Information Sharing and Transparency:**
   a) *Develop an annual workshop or retreat for CPB, campus leadership, senior management from the budget office, and Deans and/or faculty executive committees (FECs).*

UC Davis sets the gold standard for such a retreat that it holds at the beginning of winter quarter. These retreats allow for in-depth, focused discussion of such topics as potential budget model updates, graduate-student funding, faculty-salary equity programs, enrollment concerns, state-budget expectations, analyses of student trends and outcomes, faculty hiring and start-up plans, campus deferred-maintenance progress, and planned growth of facilities. With information from the retreat discussions, the Davis CPB then drafts guidelines for both its own reviews and the reviews of the FEC chairs regarding college/school/unit budget summary materials. UC Riverside, Santa Cruz, and Merced have instituted similar meetings or workshops during the year, resulting in greatly improved effectiveness of their respective Councils. Such a retreat or similarly setup shorter workshop allows for significant information sharing, increased trust and transparency, and dedicated time to campus planning for a broad range of campus stakeholders.

   b) *Include the CPB Chair or other CPB member as representatives on other relevant standing and ad hoc committees/councils.*

CPB representatives serving on related committees allows for CPB to share their expertise and considerations with that committee and to bring back committee updates and questions for discussion at CPB meetings. This bilateral transfer of information not only improves the transparency of campus decision making, but also benefits from the broad expertise of the faculty serving in the Academic Senate Councils. The majority of the divisional CPBs participate in this practice currently. Despite its potential to increase the workload of the CPB Chair and/or members, the information shared through such participation is vital to continue.

   c) *Institute policies for early involvement of CPB in reviews from the Advancement office.*

The timing of CPB involvement in the review of donations is currently variable across campuses. As noted above, when Senate review occurs late in the endowment or donation process, correction of potentially major concerns can be very difficult and risks threatening both the gift and the campus reputation. The divisional CPBs should work with their Advancement office to plan a timelier role for CPB in their reviews. CPB's broad expertise can often provide more

context for potential gift concerns and can facilitate solutions to resolve the issues, follow campus policies, and ensure the gift is successful.

d) Streamline CPB's workload with earlier filtering of unnecessary reviews.

As these best practices increase the workload for the majority of the divisional CPBs, it is important to ensure that unnecessary reviews are removed from the workflow. How reviews are filtered for CPB comment differs across campuses, but the majority find themselves reviewing such issues as programmatic changes to graduate programs that do not have any clear budget impact. One solution is for a more robust plan with clear guidelines for the CPB analyst and/or CPB Chair to more selectively choose which request to decline to opine on.

2. **Oversight of Operating Budgets and Resource Allocation for Individual Units:**

a) Share summaries of the budget and goals for each college/school/unit with CPB.

UC Davis, Riverside, and Merced conduct thorough reviews of the college/school/unit budgets, typically involving the Deans and/or FEC chairs/committees in the process. These divisional CPBs send a list of budget questions to the Deans and/or FEC to collect a summary of their current budget status, goals, and concerns (Appendix 2). This allows their CPBs to effectively evaluate annual budget requests, assess resource availability within units and across campus, and provide feedback on proposed budgets. Past reviews, for example, focused on the availability of resources within a unit to hire faculty, fund start-up packages, deploy new courses, and meet infrastructure needs. CPB also reviews cost drivers and operational efficiencies. Such information access not only maximizes CPB's fruitful impact on campus planning, but also enhances their work on budget reviews at all levels.

b) Incorporate CPB Review into FTE-allocation decisions.

Since faculty and staff salaries make up the majority of campus budgets, the process of FTE allocation is critical to planning and budget and the long-term success of the campus. Faculty input to this process through the divisional CPBs can be a critical component of successful FTE-plan evaluation. Several campuses now involve their CPB in such resource allocation. A typical timeline of this process begins with a fall planning meeting with the Provost/EVC, Deans, and CPB members to discuss the previous year's hiring results, new campus priorities, upcoming teaching and research needs, etc. The meeting assesses likely budget scenarios, such as whether it is a growth year, replacement year, or crisis year for the campus or unit regarding the number of new position authorizations. Shortly after the fall planning meeting, the Provost releases to the Deans and department Chairs the call for FTE plans and copies CPB. During early winter quarter, CPB invites interested Deans and/or FEC Chairs to join a normal CPB meeting to discuss their unit's strategic directions and any other issues of interest that might help CPB evaluate their proposed FTE-allocation plans. During early spring quarter, CPB then evaluates the Deans' plans. In some cases, pairs of members are assigned to review each plan, which are then discussed at the CPB meetings. Alternatively on other campuses, a CPB subcommittee reviews and scores each unit proposal and then presents their findings as a draft evaluation to

the full CPB. At the end of spring, the final CPB evaluations are shared with the Provost. During the summer, the Provost makes the final plans for FTE allocations and sends the FTE-authorization decisions to the Deans and CPB.

3. **Participation in Long-Term Strategic Planning for the Campus:**
   a) *Shift the campus culture towards earlier inclusion of CPB in strategic planning with campus leadership.*

Each divisional CPB must lay the groundwork with their Provost and campus leadership to encourage a shift to improved inclusion of CPB in campus strategic planning. In some cases, the need is primarily for earlier inclusion in long-term campus planning, while for other campuses CPB needs to demonstrate both their worth and their ability to keep necessary information confidential. Several of these other recommendations will help to contribute to this shift. In the end, a more integrated CPB will provide additional expertise to and shared responsibility for campus decisions.

   b) *Include the CPB Chair in strategic-planning workgroups.*

There are, of course, circumstances that either require increased confidentiality or a smaller group to feasibly function. Including the CPB Chair or Vice Chair as a standard participant in such strategic-planning workshops can maintain a level of CPB involvement in campus strategic planning without involving the entire Council. The CPB representative can provide outcomes of CPB discussions on related topics to the workgroup and can inform CPB of non-confidential aspects of the planning to help with CPB reviews.

4. **Regular Consultation between CPB and the Campus Leadership:**
   a) *Institute regular, quarterly consultation between CPB and the Provost, Chancellor, and CFO.*

The majority of divisional CPBs hold meetings with campus leadership throughout the year, but starting off the year with these meetings planned into the CPB meeting schedule ensures that these meeting take place despite the ever-hectic schedules. UC Irvine, for example, holds quarterly meetings with the Provost for campus updates, quarterly or bi-quarterly meetings with the CFO/budget office for budget-status updates as the state budget progresses through its stages, and quarterly luncheons with the Chancellor to share CPB and faculty concerns and gain updates about campus strategic plans.

   b) *Invite members of the budget office to present information about current budget issues and background as needed.*

Senior management from the budget office can provide vital information about budget details important to particular CPB reviews that arise over the year. The inclusion of a budget office representative as an *ex officio* CPB member provides ongoing vital support and institutional knowledge to the Council. Scheduling additional presentations with this member or another

budget-office representative can provide both important context and budget line-item information to complement the budget summaries from the units.

5. **Training and Sharing of Institutional Knowledge:**
   a) *Develop an annual formal training program for CPB members.*

Despite the relatively extensive knowledge needed for optimal performance as a member of CPB, no divisional CPB currently has a formal training plan for its members. Over the last few years, UC Irvine has asked the *ex officio* representative from the budget office to present background information about the campus budget as well as specific budget updates during any open time in the fall meetings. These presentations have been invaluable training for both returning and new members. Formalizing this plan on each campus could serve as an impactful first step in a CPB training plan. Basic background presentations could also be recorded and posted for new members to review on their own, which would open up some CPB meeting time that might be needed for other work and also reduce the workload of the budget-office representative.

   b) *Compile a packet of resources for ongoing CPB work and the current budget concerns that members can reference.*

Similarly, basic budget background information (e.g., slides, reports) could be compiled into a training packet to be shared with CPB members each fall. Current budget concerns could be compiled by CPB at the end of each spring into a summary document to be used as a reference in the next academic year. CPB on many campuses submits end-of-the-year reports, but collecting an overview of these into a single document to be shared with CPB, as well as potentially with the Senate and campus leadership, would provide easier access to this information. Having an easily accessible and concise overview of the status of issues from the prior year would greatly facilitate the reviews that CPB members undertake and would additionally improve the consistency of CPB decisions from year to year.

   c) *Include senior management of the budget office and the Senate Chair-Elect as ex officio members of CPB.*

The maintenance of institutional knowledge is facilitated by including both a budget-office representative and the Senate Chair-Elect as *ex officio* members of CPB who regularly attend the meetings. The former provides CPB with vital information about the campus budget process and the history of current budget plans or issues. The latter inclusion allows for training of the Chair-Elect in key campus budget issues in preparation for their upcoming role as Senate Chair. Their participation in the CPB meetings also allows for bilateral information sharing between CPB, the budget office, and the Senate Cabinet. This organizational plan is present on the majority of campuses and should be continued.

   d) *The Committee on Committees should consider potential members' backgrounds and interest when appointing them to CPB.*

Although this may be a prohibitively difficult task, it would be beneficial to the productivity of CPB for the Committee on Committees to choose new CPB members who are aware of the CPB workload, express a strong interest in joining the committee, and ideally have some expertise or background relevant to CPB's work. With an effective training plan, the need for relevant background experience may be diminished, but enthusiasm for participating in the Council is vital for its success.

6. **Information Dissemination:**

   a) *Use new and current campus meetings to broadly disseminate information to the campus community.*

When feasible, the broad and effective dissemination of campus updates is vital to UC's principle of shared governance. Divisional CPBs struggle with successful sharing of campus budget information in a format that reaches the faculty and the rest of the campus community, who often are unable or unwilling to otherwise seek out these updates. Campuses are currently testing out various methods for improved dissemination, including presenting updates throughout the year at extant and new meetings. Options include the CPB Chair regularly sharing CPB updates during a dedicated section of quarterly divisional Senate assembly meetings, CPB members sharing updates during their home departments' faculty meetings, or holding special school- or campus-wide meetings to address current crises or significant budget concerns. UC Riverside provides an excellent example of utilizing a town-hall format, in which the CPB Chair apprised the faculty of current budget concerns and plans for resolutions. As a complement to the town-hall meeting, CPB prepared a "UC Riverside Budget Primer" that was circulated to the faculty beforehand to allow people to join with well-developed questions. Such dissemination of information from multiple sources and through already existing formats provides a stronger chance of reaching the campus community and preventing the emergence of problematic rumors, disinformation, and inappropriate discontent.

   b) *Consider developing CPB summaries to post on Senate websites in addition to the meeting minutes.*

Dissemination of campus budget information and strategic plans can be further supported by sharing CPB report summaries on the CPB Senate website. Campus members frequently are either unaware that meeting minutes are available or find them too difficult to go through. Including short quarterly summaries of CPB's work or even the proposed year-end summary from the CPB training plan could additionally facilitate the dissemination of campus budget information and provide context for CPB decisions to the broader campus.

Pathway to Best Practices:

The adoption of these best practices will likely take some time to achieve, and these recommendations will need to be adapted to fit the specific needs of each divisional CPB. The shift in campus culture to incorporate earlier involvement of CPB in strategic planning for the campus will also need to evolve over time. An important first step for the majority of the

campuses will be increasing the direct engagement of CPB with the Deans and FECs, which will provide access to the college/school/unit information necessary for optimal CPB function.

The general plan for divisional CPBs is to maintain this development as a top agenda item for the upcoming 2023/24 academic year and to follow the progress across campuses through UCPB updates. CPBs will need to set up prompt meetings with the Senate leadership, Provost, Deans, and FECs to bring them on board with these recommendations. Each CPB can revise the budget questions outlined in Appendix 2 to suit their particular needs in discussion with the campus leadership. Many of these recommendations will require some startup time to develop, but once activities like training plans and college/school/unit budget summaries are in place, subsequent years will typically only require smaller updates. The primary workload increase is within CPB itself, but CPB members are currently seeking out this increased work to allow them to more effectively do their jobs. With much of this 2023/24 academic year devoted to adapting these best practices to the local CPB's needs, a reasonable goal for beginning implementation of these recommendations is the 2024/25 academic year.

Conclusions:

Divisional CPBs should play a critical role in shaping budget principles and guiding financial decisions for each campus. By implementing these best practices, we can strengthen the effectiveness of the Councils and ensure that CPB recommendations align with the academic values and goals of the campus and UC system. CPB discussions reveal a commitment to transparency, collaboration, and aligning budget decisions with the University's long-term vision. By sharing best practices and fostering open communication, CPB members aim to contribute to the financial sustainability and academic excellence of their respective campuses. These proposals for best practices may require shifts in the current campus culture, but these goals are likely to be accomplished by instituting a selection of these recommendations each year until the campus has succeeded in optimizing its CPB's impact.

Appendix 1: Current Budget Practices of Divisional Budget Councils (CPB/CAPRA/APB)[1]

	UCD	UCB	UCLA	UCSB	UCSD	UCI	UCSC	UCR	UCM	UCSF
Regular meetings with admin leadership (e.g., Provost, Chancellor)	X	X	No	X	X (new)	X	X	X	X	No
Regular meetings with senior management (e.g., CFO, Budget Office)	X	X	X	No	X (new)	X	X	X	X	X
Budget-planning retreat with campus leadership	X	No	No	No	No	No	No	No	No	No
Budget discussions/Q&A with Deans/FECs	X	No	No	No	No	No	X	X	X	No
Annual budget review for schools/colleges	X	No	No	No	No	No	No	X	X	No
Role in campus budget planning	X	limited	limited	No	X (new)	limited	limited	X	X (new)	No
Role in FTE allotments	X	No	No	X	No	No	X	X	X	No
SSGPDP oversight	X	X	X	X	X	X	X	X	X	X
Review endowments (e.g., chairships)	X	No	No	X	X	X	X	X	X	X
Academic program reviews	X	X	X	X	X	X	X	X	X	X
Chair compensation	X	No	X	X	X	X	X	X	X	X
Rep to UCPB	Chair	CPB rep	Chair	Chair	Chair or Vice Chair	Chair	Chair	Chair	Chair	Vice Chair
Meeting frequency	2x per month	2x per month	2x per month	2x per month	1x per month	2x per month	Weekly	Weekly	2x per month	2x per month
New-member training plan	No	No	No	No	No	Some	No	No	No	No
Typical years of chairship appointment	2	1	1	1	1	1	2	1	2	1

[1] *Data were compiled from UCPB discussions and a 2018 survey of divisional CPBs.*

Appendix 2: Example Budget Questions for Deans and/or Faculty Executive Committees[2]

1. Financial Status

- Please provide a description of these aspects of the financial status of your college/school/unit:

  a) Overall Budget for the upcoming fiscal year

  b) Overall Salary and benefits costs

  c) Overall TA costs (if applicable)

  d) Overall Start-up costs (if applicable)

  e) Overall Revenue sources (tuition, grants, endowment etc.)

  f) Cost of instruction per UG student (if applicable and known)

2. Strategic Goals

a) Please provide a short summary of your college/school/unit's current strategic goals.

b) Has the strategy changed over the last five years, or is it expected to change in the next two years? Please explain.

c) Who is primarily responsible for developing your college/school/unit's strategic plan?

3. Fiscal Challenges

a) What is your greatest fiscal challenge at this time?

b) How are you addressing this challenge?

c) Do you feel like the current budget model alleviate or exacerbate this challenge?

d) Are there other major fiscal challenges you would like to address? Please explain.

4. Revenue & Resources

a) Please discuss the enrollment trends over the last five years in the following programs:
  - Undergraduate minors and/or majors?
  - Master's programs?
  - Doctoral programs?
  - Self-sustaining graduate and professional development programs (SSGPDPs)?

b) What are the constraints and opportunities for growth in your college/school/unit for undergraduate enrollment, graduate enrollment, and/or research?

c) What proportion of your college/school/unit's budget relies on grants procured by faculty? Do you see this proportion significantly increasing or decreasing over the next two to three years? If so, what is driving the change?

d) What proportion of your college/school/unit's budget relies on endowments and/or donations?

e) Do you see this proportion significantly increasing or decreasing over the next two to three years? If so, what is driving the change?

f) Are there plans for any new SSGPSPs or certificate/professional-degree/executive - education programs? If so, what is the expected impact on your college/school/unit's net resources?

5. Resource Allocation & Expenses: Faculty

a) What are your current hiring plans for your college/school/unit?

b) How do you balance hiring research faculty and faculty with teaching appointments in your unit given the pressures of increasing undergraduate enrollment and maintaining/growing the research component of the university? What metrics do you use to inform these decisions?

c) Have faculty hiring and retention been sufficient over the last three years?

d) Are departments using resources to proactively recruit faculty candidates from underrepresented groups?

e) Is the current availability and sufficiency of start-up funding adequate? Is this start-up status expected to change over the next three to five years?

f) Are new faculty hires being appropriately placed in departments or programs with large workloads or significant needs? How is this appropriate deployment tracked?

g) Are faculty able to fulfill their research mission with the currently available resources?

h) Are faculty able to fulfill their research and teaching missions with the currently available space?

6. Resource Allocation & Expenses: Academic Programs

a) How is resource allocation aligned between funding academic programs and central administrative needs within your college/school/unit?

b) Are there departments/programs with high student-to-faculty ratios or impacted majors for which additional resources are needed to meet strategic goals? If so, how is this issue being addressed?

c) Are there potential inefficiencies in programming or overhead? If so, how are these inefficiencies being addressed?

d) What internal mechanisms are in place to ensure that resources are being deployed toward courses that meet the current curricular needs of undergraduate programs?

e) What internal mechanisms are in place to ensure that resources are being properly allocated to the current needs of doctoral students and programming?

f) Do undergraduate/graduate-program directors have sufficient resources to ensure that required classes are taught regularly?

g) How are have the current staffing levels this impacted your unit? What is your estimate of your remaining deficit in staffing FTEs? If applicable, please address student advising workload in your response.

h) What is your vision for the future of graduate education in your college/school/unit? How do you plan to achieve this?

7. Fundraising

a) What was the result of your school/ college/unit's last fundraising campaign?

b) What are your plans and targets for future fundraising?

8. Role of the Faculty Executive Committee

a) What is the role, if any, of the FEC in strategic planning in your college/school/unit?

b) What role, if any, does the FEC play in financial and budgetary decision making in your college/school/unit?

c) How might these FEC roles be strengthened?

d) Is the FEC consulted in prioritizing and addressing potential inefficiencies in academic programming or overhead?

e) How might we bolster the role of the Senate in shared governance with respect to planning and budget?

f) How might CPB/CAPRA/APB and the FEC better coordinate our efforts in these areas?

9. Miscellaneous

a) How does the leadership engage with faculty to make budget decisions within your school?

b) Are there any other unusual events occurring that have implications for your college/school/unit's revenue or expenses?

c) Do you have any questions or concerns that you would like the Senate to address?

d) [Include additional questions here for current issues, e.g., pandemic, strike, etc.]

Notes:

[*Include here any information or links to help the FECs to access student enrollment and/or budget data by college/school/unit.*]

_____

[2] *Questions are based on examples provided by UC Davis and UC Riverside.*

Appendix II

SANTA CRUZ: OFFICE OF THE ACADEMIC SENATE

May 24, 2024

ACADEMIC DEANS
CAMPUS PROVOST AND EXECUTIVE VICE CHANCELLOR KLETZER

Re: Recommendations for Off-Cycle Hire Requests

Dear Colleagues,

The Committee on Planning and Budget (CPB) reviews three types of off-cycle hires in addition to the normal FTE call:

1. Spousal/Partner Waiver of Open Recruitment requests
2. Target of Excellence Waiver of Recruitment requests
3. Off-Cycle Second Hire Recruitment requests

CPB guidelines are available outlining best practices for submission of supporting information for each request type. This document provides overarching recommendations for off-cycle hires generally but does not supersede the recommendations in the existing memos. With the implementation of the Divisional Resource Model in 2023-24, several aspects of hiring have changed. To facilitate timely and informed recommendations from CPB, the following criteria and best practices should be applied for all off-cycle hires. CPB reserves the right to return requests without review if documentation and justification for the request is inadequate.

Timing of the Request
There are many circumstances leading to an off-cycle request; in the case of a partner or second hire, the request logically follows an open recruitment. In other cases, such as an unexpected separation or unique opportunity (such as a Target of Excellence hire), a compelling argument should be put forward for the urgency of the request, explaining why the proposed hire cannot be included in the normal FTE process.

Impact on Existing Plans
Both the department and division should place the off-cycle request in the context of the departmental and divisional plans. Is the position identified in the decanal 3-year FTE plan? Is the position justified in departmental self-studies? If not, then there should be clear and compelling arguments for how the proposed hire would advance the department, division, and campus priorities.

Resource Implications
While proposed costs for start-up, renovation, and faculty recruitment allowance are part of the package, there should be justification for non-standard costs (i.e. requesting more than the campus guidelines for Faculty Recruitment Allowance (FRA), very large start-up budgets, etc.).

It is helpful for CPB if costs are contextualized within the subdiscipline or field. Space should clearly be identified (both office and lab space) ideally with office/lab room numbers but at minimum with a declaration that space has been identified. If not available immediately (for example if the off-cycle hire is contingent on a retirement or separation), the anticipated timeline for the space becoming available should be included.

Diversity

On-cycle hires benefit from a critical evaluation of a large pool of candidates, and for some cases (second hires) the candidate has been evaluated against the UCSC starting rubric for evaluating DEI statements. For other off-cycle hires, the candidate should be considered using the same criteria. CPB is particularly interested in documentation regarding whether an off-cycle hire contributes in specific ways to the campus goal of diversifying the faculty.

Sincerely,

Raphael Kudela, Chair
Committee on Planning and Budget

cc: Assistant Deans
        Department Managers
        Cynthia Larive, Chancellor
        Herbert Lee, Vice Provost for Academic Affairs
        Grace McClintock, Assistant Vice Provost for Academic Personnel
        Maureen Callanan, Co-Chair, Committee on Academic Personnel
        Susan Gillman, Co-Chair, Committee on Academic Personnel
        Gabriela Arredondo, Chair, Committee on Diversity, Equity, and Inclusion
        Matthew Mednick, Executive Director, Academic Senate
        Mary Laurence, Senior Academic Planning Analyst

COMMITTEE ON PRIVILEGE AND TENURE
Annual Report 2023-24

To: Academic Senate, Santa Cruz Division

I.   Grievances and Charges

Three grievances were filed by a faculty member in the term. The Committee on Privilege and Tenure (P&T) reached a positive prima facie determination in the first and third grievances and on part of grievance two. A hearing was not required per a resolution agreement between the respondent/grievant and the Administration.

There was one disciplinary case brought against a faculty member which was resolved without a hearing.

The presumptive resignation process was applied to one faculty member (APM 700-30). The faculty member did not reply by the prescribed deadline, and therefore the Chancellor determined that they were presumed to have resigned.

II.   Divisional and Systemwide Reviews

A. UCSC Procedures Implementing UC's Abusive Conduct in the Workplace Policy

P&T reviewed the draft University of California, Santa Cruz procedures for implementing the University of California's systemwide Abusive Conduct Policy and provided the following comments:

- It was not clear which office had overall responsibility to handle complaints.

- For faculty, the term "managers and supervisors" was not fully defined.

- Provision should have been made in the procedures for what should happen if the incident reported involves APO/SHR or a member thereof. Also, Section A.1 of the procedures should have specified that the policy applies to all University employees: faculty, administrators, staff, and student employees in the capacity of their employment.

- When the respondent is notified that a formal investigation has been initiated (Section C.3.a), it should have been made clear that:

  o (if this is true) the investigating officer or the applicable office may submit a disciplinary complaint at the end of the process, if they consider it to be appropriate;

  o investigative reports, evidence gathered, and findings of fact made pursuant to this policy may be used as evidence in subsequent complaint or grievance resolution processes and/or disciplinary proceedings;

o The Complainant and the Respondent may have an advisor present when they are interviewed and at meetings. They may have other support persons present under other policies.

We requested confirmation that if the "next steps" mentioned in Section C.3.b.viii include disciplinary action, then in the case of faculty members this will go through the standard process starting with the Charges Committee.

B. Systemwide Senate Review of Proposed Regents Policy on Use of University Administrative Websites

P&T reviewed the proposed Regents' Policy on the use of University Administrative Websites. We found it unfortunate that the Regents considered enacting such a policy without taking into account the June 2, 2022 recommendations from the Academic Council and the University Committee on Academic Freedom, which were well crafted and were the result of considerable effort from the faculty at all campuses. With that in mind we provided the following brief comments.

The Policy:

- was not clear on what a "Unit" is. An enumeration that includes "other entities" is not a definition.

- was not clear on what "locations of the Unit's administrative website other than the main landing page" meant, e.g. whether the Regents expected every opinion expressed on faculty web pages to include a disclaimer.

- was not clear on what the "respective roles as spokespersons for the University within their areas of responsibility" were in Item 2 of the Regents' proposed policy. We have become all too familiar with University authorities issuing political statements about matters which are not obviously within their area of responsibility. Also, the term "spokesperson" implied that an opinion has been formed by an agency that the spokesperson is speaking for; it was not clear which agencies form the opinions that the Chancellors and President have been expressing.

More broadly in our view, the Regents were attempting the impossible in distinguishing between the "official business of the University" and "opinions." Coming up with well-reasoned and carefully thought-out opinions is an important part of the duties of the faculty.[1]

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[1] From our letter: Does the statement in a job advertisement on a University website, "The X Department values diversity, equity and inclusion" have to come with a disclaimer that it does not represent the official views of the University? Is a statement announcing a group to study "the ongoing genocide in Gaza" an opinion or an announcement of an activity of the University? If it is prohibited as an opinion, what about an announcement of a seminar with the same title; are we supposed to start censoring invited speakers? Is a course on "California and Native Americans: a history of genocide" more acceptable because the opinion implicitly expressed is less controversial? Is a statement that "Physics is for everyone!", a statement that many people who have taken physics courses may bitterly disagree with, acceptable? There are no clear boundaries between official business and opinions in a university, and if this policy is enacted, the "administrator responsible for maintaining the website" may have difficulty implementing it.

C. Proposed revisions to APM 16

P&T reviewed the proposed revision to Academic Personnel Manual (APM) 016 that deals with faculty conduct and the administration of discipline. In particular, the reviewed version of Section II would allow the Administration to pause an academic personnel review if the faculty member is under disciplinary investigation. We noticed that a pause in a personnel review will harm faculty members who are subsequently exonerated. Even ignoring the fact that the delayed personnel review will add to the stress of a disciplinary investigation, there is the tangible harm caused by a delayed salary increase; at a minimum, the interest that would have been earned. Thus, such a pause should be imposed only when really needed. This was detailed in a proposal from the University Committee on Privilege and Tenure (UCPT), discussed in the next paragraph.

In an April 24, 2023 letter from the UCPT Chair Julia Simon to Academic Senate Chair Susan Cochran, Chair Simon wrote that some campuses were imposing pauses in academic personnel reviews even though there was no such provision in the APM. UCPT proposed to allow for these pauses, but with safeguards:

1. The no-fault pause could be imposed when disciplinary charges were filed, not before. The letter states, "currently, some administrations pause actions as soon as investigations are opened."

2. The misconduct being charged must have occurred during the period under review.

3. Materials about disciplinary action (if the misconduct occurred during the period under review and had a direct bearing on the criteria for assessment) could only be inserted in the personnel review file after the conclusion of disciplinary proceedings.

Surprisingly, all these safeguards disappeared from the proposed revision to APM 016. In their absence, we considered the proposed revision to APM 016 as regularizing pauses in personnel reviews that can damage the integrity of the review process, and opposed the revision. If the Administration were to have restored the safeguards listed above, we would have supported the revision.

D. Proposed Revisions to Systemwide Senate Bylaw 55.b.2-5

P&T reviewed the proposed change to Senate Bylaw 55 and recommended that it should not be approved. In the cover letter from Academic Council Chair Steintrager, the only explicit argument for the change was that the current wording of Bylaw 55 "has fostered inconsistencies." But this is not the only inconsistency that Bylaw 55 allows. For example, voting rights for associate professors may be enlarged in one department and not enlarged in another. There was no obvious reason why the particular inconsistency that concerns Teaching Faculty was singled out as problematic.

P&T felt that the case had not been made, that there was a problem to solve and that it was worth solving. The cover letter also had an implicit argument for the change: that faculty in the Lecturer with Security of Employment (LSOE)/Teaching Professor series have the same expertise as faculty in the Professor Series, although with a different emphasis. APM 220-10 states that the criteria for appointment, merit increase or promotion in the Professor

Series are a) teaching b) research and creative work c) professional competence and activity d) University and public service; APM 285- 9 states that the criteria for appointment, reappointment, merit increase or promotion in the LSOE Series are a) teaching excellence b) professional and/or scholarly achievement c) University and public service. Despite the parallels between the two, P&T felt that the relative weight given to the second criterion for the LSOE series varied from department to department. Accordingly, allowing each department to make their own decisions about whether to extend voting privileges was desirable.

E. Systemwide Review of Presidential Policy – University of California – Policy on Vaccination Programs

P&T reviewed the revised policy. Our comments were similar to those about the previous version of the policy. Being "Up-To-Date" was defined in terms of vaccine recommendations from the Centers for Disease Control (CDC) and California Department of Public Health (CDPH). P&T felt that employees cannot be expected to hunt through CDC and CDPH recommendations. The definition was also inconsistent with the policy, which defines being Up-To-Date with references to vaccines described in program attachments, which is the definition that the committee endorsed.

We also disagreed with this part of the policy in the FAQ:

> *Your Location may also treat you as a Covered Individual if you are authorized to be Physically Present in connection with your employment, appointment, or education or training program.*

The proper penalty for a failure to comply with the policy is to be barred from being physically present at a University location or program. While this may *result* in disciplinary action as a result of non-performance of assigned duties, the disciplinary action cannot be a consequence of the failure to comply itself. As an example, a faculty member may be on sabbatical for the year, with no physical presence required, and choose to defer vaccination until the end of the year because of some concerns. They should be able to do so without being subject to disciplinary action simply because they were permitted to be physically present on campus.

III.   Other Opinions

P&T raised concerns with the Campus Provost and Executive Vice Chancellor Lori Kletzer regarding Campus Academic Personnel Manual (CAPM) 002.015.K.2 which states that, during a disciplinary process against a Senate faculty member,

> *Respondents who are interested in pursuing a negotiated resolution may negotiate directly with the administration or may request the involvement of the Chair of Privilege and Tenure. Respondents should contact the Campus Provost or the Chair of Privilege and Tenure to discuss this option further or to propose a negotiated resolution.*

This indicates that it is up to the respondent to decide whether to ask for the involvement of the Committee on Privilege and Tenure, and requires that this involvement be by the Chair.

- In two recent disciplinary proceedings, the respondent requested P&T's involvement, but the Administration's representatives said that they did not think this was necessary. The committee asked that the Administration consider whether it believes that negotiations should only involve the committee if both parties request this, and if so, to amend CAPM 002.015.K.2 accordingly.

- In the second case, the Administration also stated that if P&T involvement in the negotiations became necessary, the Administration would ask for the assistance of a member of P&T who was not on the Hearing Committee. (The P&T Chair was on the Hearing Committee.) While this is not unreasonable, it is at variance with CAPM 002.015.K.2. If the Administration wishes both parties to have the option of requesting that a member of P&T other than the Chair assist with negotiations, an amendment to the CAPM will be needed.

IV.   Title IX Training

During the winter quarter P&T members participated in a Title IX training provided by the UC Santa Cruz Title IX Office. This training is required for any hearing committee member participating in a hearing which has Title IX implications. It is also of contextual assistance in assessment of sexual harassment or sexual conduct charges against faculty members.

Respectfully submitted,

COMMITTEE ON PRIVILEGE AND TENURE
Galina Hale
Jorge Hankamer
Nico Orlandi
Ali Yanik
Jin Zhang
Onuttom Narayan, *Chair*

August 31, 2024

COMMITTEE ON RESEARCH
Annual Report 2023-24

To: Academic Senate, Santa Cruz Division

The Committee on Research (COR) is charged with reviewing campus and system-wide policies and issues related to UCSC's research mission. The committee also advises and collaborates with the Office of Research (OR) to promote faculty research. COR directly supports faculty researchers by awarding COR Faculty Allowance (CFA), travel grants (SMT/ICT), and this year a COR Large Grants Program (CLGP), and works to develop policy and strategy that assist with broad research goals, like increasing multi-principal investigator initiatives.

I.   Summary

The committee engaged in several discussions and activities in this academic year. COR's most impactful activity remains the management of approximately $1.2 million in research funds. This marks the first full academic year of the COR Faculty Allowance and Large Grants program, in which the research funds are made available to Senate faculty through both non-competitive and competitive programs. The committee also conducted a survey of research center directors to understand the challenges and opportunities for research centers on our campus. Descriptions of both the management of research funds and the results of the research center survey are available in sections II and III of this report, respectively.

A.   Systemwide and Campus Topics Affecting Research

COR discussed a number of different systemwide and campus issues affecting research.

Systemwide, the implementation of new Graduate Student Researcher (GSR) and postdoc contracts continue to impact research on all UC campuses, with most disciplines that support large numbers of GSR's experiencing contractions in their graduate programs. Later in the year, there were renewed discussions of how to clarify the distinction between academic work (as assessed through academic credits towards a degree) and paid labor (GSR appointments). The impact of the strikes and financial costs associated with the new contracts on research groups depend strongly on the discipline and funding structure of each research group. Finally, the rollout of new financial management software implemented by Oracle continues to cause significant financial harm to research groups at affected campuses, most notably at UC San Diego and UC Merced. The Office of Research on our campus has expressed no immediate plans to transition to an Oracle-based solution, but has made clear that more sophisticated financial management tools will be needed to keep pace with the rapid increase in extramural funding on our campus.

On our own campus, a number of infrastructure and Information Technology (IT) issues emerged as highly relevant for faculty research. The implementation of storage quotas in Google Workspace was one of the most high-profile changes in IT policy in this academic year. A lack of communication surrounding that rollout led to significant confusion and concern, particularly for faculty that rely on Google storage for research products. Late in the year COR also learned about significant upcoming changes to Information Protection

rules that will require updates to network configurations that are likely to impact research groups with local computing infrastructure. We encourage the IT division to consult regularly with COR to help mitigate the impact of such changes on the research enterprise. Additional challenges arose from several large-scale power outages that impacted many research teams, with at least one outage occurring during a scheduled downtime for the campus's cogeneration plant, COGEN (during a period of particularly pleasant weather). Power outages continue to be highly disruptive to research, and COR encourages campus administration to continue to apply pressure on PG&E to improve the reliability of power service to our campus. In the meantime, the campus should consider how to support research groups in improving local resiliency, ideally in ways that align with clean energy goals.

Late in the year, a joint consultation of the Committee on Planning and Budget (CPB) and the chair of COR with the CP/EVC and some of her staff focused on Indirect Cost Recovery (ICR) and its use on campus. The administration is launching a review of how the proceeds of indirect costs generated by extramural funding are used on our campus. CPB noted that the current use of such proceeds is opaque, and there are few, if any, guardrails that ensure those funds are used in support of the research enterprise, as funding agencies commonly expect they will be. COR agrees with CPB that a bright line should be drawn around indirects to ensure that they are not used inappropriately in attempts to mitigate larger budget problems on our campus. Transparency in the allocation of indirects, and guidelines for units receiving indirects to ensure those units use the funds appropriately, should be a priority of the committee charged with revisiting this issue.

Related to the topic of ICR is the allocation of funds for the CFA. Previous allocations of ICR used to fund COR programs such as the Faculty Research Grants were tied to a percentage of total campus ICR, while the CFA is funded at a rate of $2,000 per senate faculty FTE. The total CFA allocation exceeds previous ICR distributions by a large amount, but the fixed allocation per Senate faculty full time equivalent (FTE) means that inflationary pressures will quickly erode the impact of the CFA program for individual researchers. COR strongly encourages re-establishing a relationship of the total CFA allocation to a percentage of campus ICR, with a percentage that will maintain or increase the CFA relative to its 2024-2025 total.

Finally, COR consulted with Becky George, Assistant Vice Provost of Global Engagement, who described the Faculty Seminar Away program, which this year sent faculty to the UK to foster collaborations between faculty at UCSC and partner institutions. A COR representative sat on the panel that selected Seminar Away participants, and COR looks forward to exploring more opportunities for collaboration with the Global Engagement team.

B. Research Units

The Office of Research (OR) restarted regular reviews of Organized Research Units (ORU's) with the review of the Institute of Marine Sciences (IMS). The review panel was composed of outside experts and reported their findings to OR. John MacMillan, Vice Chancellor for Research (VCR), consulted with COR on the review findings. The next

ORU review will be Santa Cruz Institute for Particle Physics (SCIPP), held in August 2024. OR consulted with COR on the composition of the SCIPP external review committee.

Prior to the IMS review, the most recent ORU review appears to have been approximately 15 years ago, much longer than the nominal five-year period expected for regular ORU reviews. The findings in the IMS review illustrate that regular reviews of major campus programs, represented through ORU's, can be an appropriate and healthy way to identify areas of opportunity, and highlight areas where improvement may be needed. COR looks forward to seeing the outcome of the upcoming SCIPP review. However, the long gap between reviews has eroded the Senate's institutional memory on best practices for participating in the review process, and recently COR has largely been reactive to OR requests for participation. The reset in ORU review cadence offers an opportunity for COR to engage more in the ORU reviews, primarily to hear directly from ORU faculty researchers and leaders about the challenges and opportunities they face as ORU affiliates. One way this might be achieved is through a post-review consultation held with the ORU director, possibly along with the VCR or other relevant stakeholders, in which the outcome of the review is presented and discussed.

II.   Research Grants

A.   Funding Overview

COR Faculty Allowance (CFA). This program is funded at a rate of $2,000 per Senate faculty FTE per annum. In 2023-24 the funding level was $1,281,380 ($2000 @ 641 FTE).

COR Large Grant Program (CLGP). This grant is funded by the CFA funds that remain after the transfer of funds has been completed for all those who applied. In addition to the carry forward CFA funds, COR also has at its disposal the Earl C. Anthony Endowment for the Physical and Biological Sciences Division, which is funded annually at approximately $31,719.

Scholarly Meeting and Travel (SMT) and Inter-Campus Travel Grants (ICT). Through these grants, the committee supports faculty travel to scholarly meetings and intercampus travel to research facilities, field stations, and sister UC campuses. Senate faculty may apply for the $1,000 Scholarly Meetings (SMT) or $250 Inter-Campus (ICT) travel grant, respectively.

Research Grant Program	Funded	Amount
Faculty Allowance (2024-2026)	415	$829,680
Large Grant Program	32	$363,189*
Travel Grants	230	$233,835
Total		**$1,426,704**

Includes $48, 000 from the Earl C. Anthony Endowment for PBSci

B. Administration and Usage of the CFA

The CFA is used by faculty from all divisions and career stages to support their research. The breakdown of CFA recipients by division for the 2024-2026 allocation is shown below.

Division	Respondents	Percentage
Social Sciences Division	131	31.6%
Humanities Division	76	18.3%
Arts Division	50	12.0%
Baskin Engineering	53	12.8%
Physical & Biological Sciences Division	105	25.3%
Total	**415**	

Faculty are encouraged to use the CFA in any way they feel is most impactful for their individual research program. Faculty who request an allowance the following year are asked to indicate ways in which they used the previous year's CFA. Faculty requesting the CFA in June 2024 indicated that they used the CFA in many ways, including:

Usage (2023-2024)	Respondents	Percentage
Computer and Office Equipment	87	21.0%
Specialized Research Equipment and Materials	97	23.4%
Student Support	80	19.3%
Conference and Field Travel	175	42.2%
Professional Services and Memberships	92	22.2%

Many faculty indicated that they used the CFA in more than one way, but by far the most common use was for travel. In discussions with Senate faculty, a common point of praise for the CFA is how it can be used to fill gaps in portfolios of external awards. It is often the case that even well-funded groups have need for materials or services that cannot be covered on existing grants. The existence of even a modest annual allowance significantly simplifies transitions between projects.

C. Administration and Usage of the COR Large Grant Program

The COR Large Grants (CLG) program is a competitive grant program funded with CFA funds that remain after distribution of the $2,000 allowance. Since the allowance is an opt-in program, the funds available for large grants fluctuate year to year. Funds remaining after the CFA and CLG are funded are carried forward to the following year to support the

SMT program. This year COR determined that it had sufficient funds for approximately 30 large grants of up to $12,000 each. Awards of up to $12k allow, for example: funding of a graduate student over the summer; purchase of laboratory supplies or artistic materials; and travel to field sites. Approximately two additional awards in PBSci are also available using the Earl C. Anthony Endowment.

The call for CLG proposals was distributed on January 26th, 2024, with a proposal deadline of 11:59 pm on March 4th, 2024. The call was open to all Senate faculty from all academic divisions and departments. The Arts Division had fewer proposals than other divisions in the first year of the CLG, so additional efforts were made this year to advertise the CLG within those disciplines. The call emphasized that proposals would be evaluated based on: intellectual merit; clarity and accessibility to reviewers from across the campus; impact of the award on the proposed project; and compatibility of the project timeline with the two-year award period.

COR received 123 proposals for the CLG, an almost 50% increase relative to the previous year, while the number of awards remained similar to the previous cycle. This made the review challenging; CLG adjudication occupied the committee for most of the spring quarter. Awards were announced in June, and funds were made available to awardees over the summer. The list of awards for this cycle, as well as previous cycles, is available at: https://senate.ucsc.edu/committees/cor-committee-on-research/funded-clgp-proposals/index.html

As with the previous year, COR prioritized coverage of all academic divisions, as measured in both the number of awards and the percentage of funded proposals within each division. The number of proposals for each division was very similar in this cycle, so all five divisions received either six or seven awards, for a total of 32. The acceptance rate was 26% overall, and ranged from 25% to 33% depending on the division.
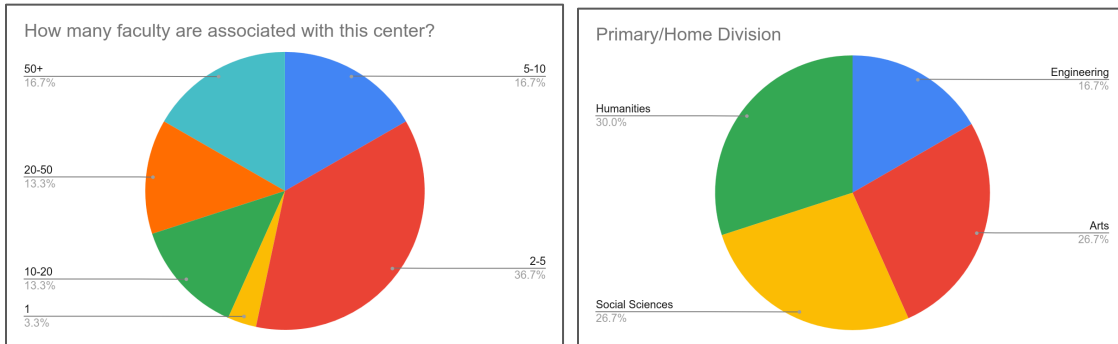
III.   Research Center Survey

In March 2024, COR distributed a survey to campus research center directors. The goal of the survey was to better understand the challenges faced by faculty researchers on campus, especially those working on collaborative projects in the context of research centers. Directors of organized research units (ORU) and multi campus research units (MRU) were invited to participate to provide points of comparison for the size, scale, and scope of research centers, but the results presented below focus only on non-ORU/MRU centers.

The survey was developed within COR and distributed to campus research center directors on March 17, 2024. Reminders to fill in the survey were sent on April 9, and the survey closed on April 30, 2024. Of the 47 active campus research centers identified by COR, 30 responded. Both campus MRUs also responded, along with one out of three ORUs.

A. Demographics

The size and distribution of research centers across academic divisions is shown in the figures below. More than half of the responding centers have fewer than ten affiliated

faculty, and five non-ORU/MRU centers report having over 50 affiliated faculty. Research centers are prevalent across all divisions, though COR received no responses from the Physical and Biological Sciences. (Two ORUs and one of the MRUs, are aligned with PBSci, which may contribute to the relatively low number of smaller centers in that division.)

The majority of research centers are also inclusive in how they define membership, with either no-cost, opt-in affiliations, or automatic affiliations based on their research area. There does not appear to be a strong correlation between the size of the research center and the policies surrounding membership, though the centers with relatively few members do tend to have more restrictive membership policies.
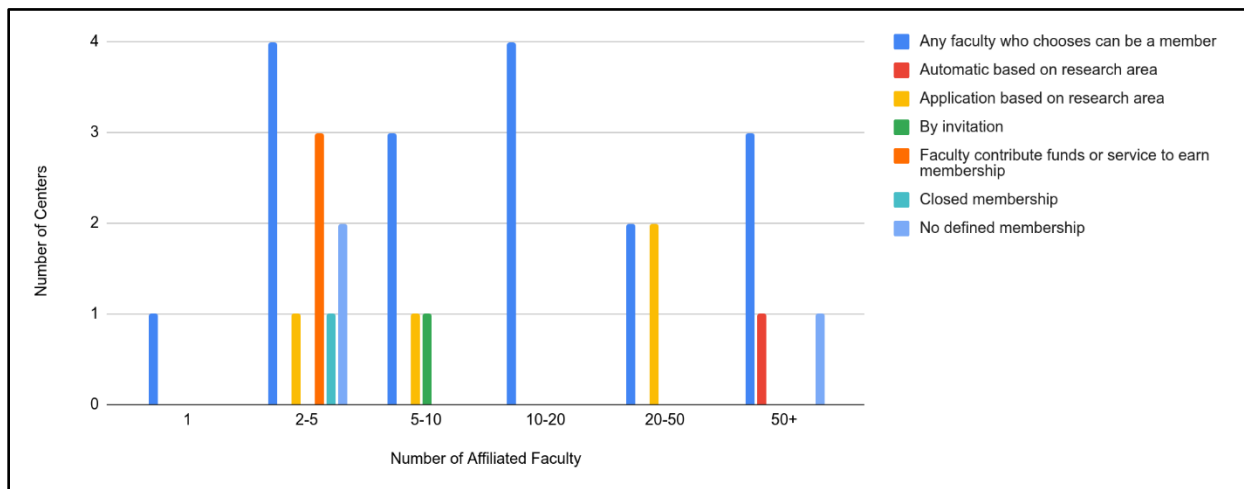
B. Research Center Leadership

While there are clear guidelines for ORUs and MRUs concerning formation, governance, and sunsetting, guidelines for research centers are less consistent. Nevertheless, centers frequently do have well-defined and active governance structures that impact the scope and operation of the center's activities. While all centers have a primary director or point of

contact, most centers also have additional faculty or staff forming a directorate, advisory committee, or both.
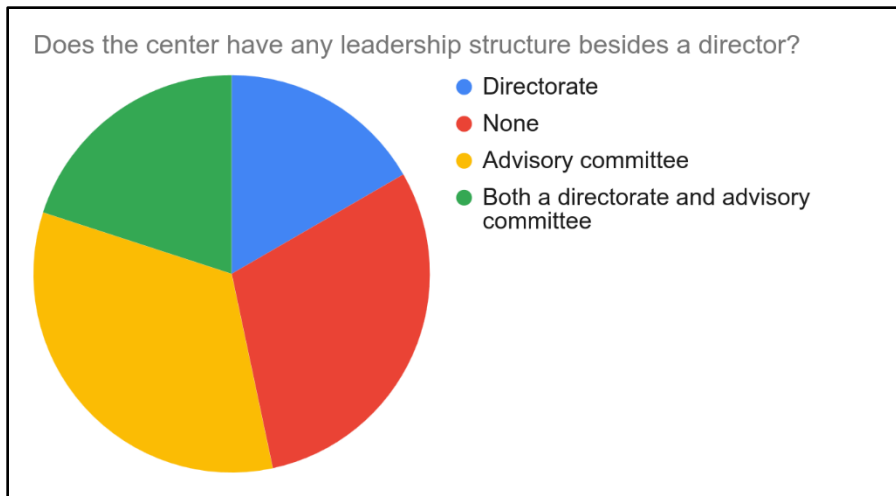
Half of the centers surveyed have only been led by a single director. Three centers (10% of responding centers) undergo regular transitions to a new director every few years.

C. Funding Sources

Campus research centers derive funding from a broad range of different sources, as shown below. Most responding centers indicate that they rely on multiple funding sources to operate and grow their programs.
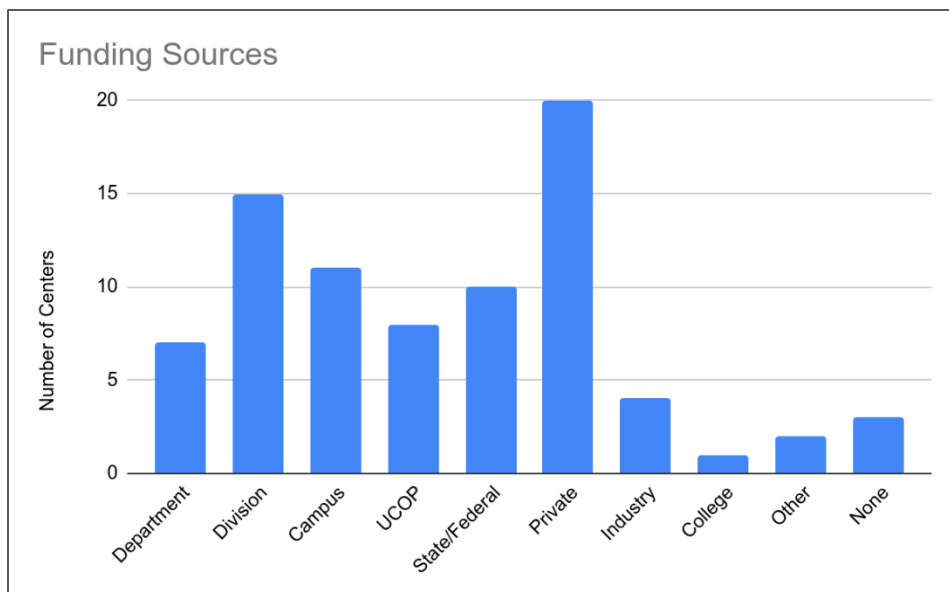
Private donors, including foundations and individual/philanthropic gifts, support two thirds of the centers responding to the survey. Departments, divisions, the campus, and UCOP support at least half of the responding centers, and state/federal funds support a third. Over 75% of responding centers have extramural funding from non-university sources. The

survey did not collect information on the amount of funding in each category, so the relative importance of each category of funding for each center cannot be meaningfully assessed.

D. Operational Needs and Challenges

Research center directors identified a range of operational needs that are critical to their missions. Most centers identified various forms of staff support, either administrative staff or in fundraising/research development, as a significant need. Technical support for engineering and scientific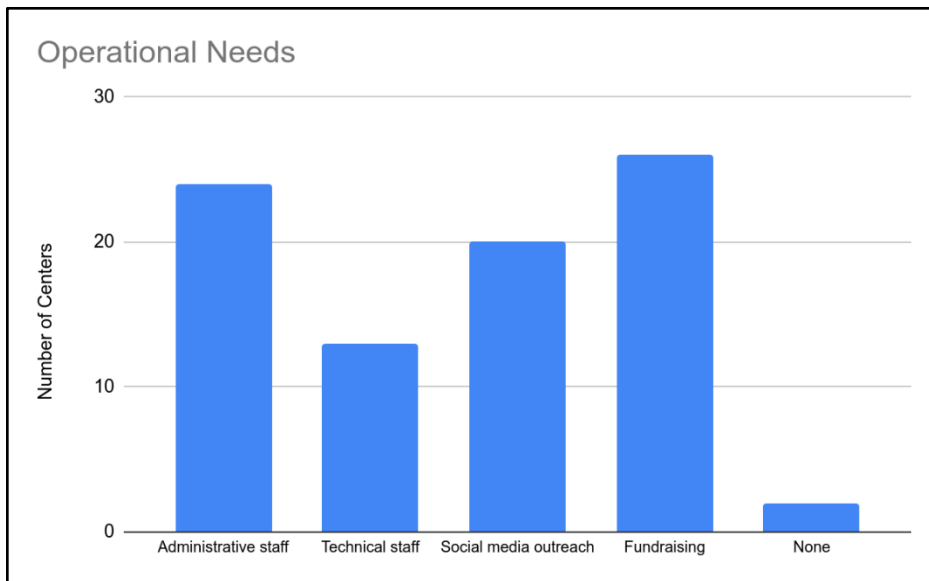 projects was also a frequent response. A minority of centers indicated that their needs were entirely met with existing resources, usually through affiliation with a larger institute.

Several additional questions with free-form responses collected information on the needs of research centers. Most center directors indicated that additional funding, and especially stable funding that can be used to bridge gaps in extramural support, would mitigate many of their challenges and enable their centers to take advantage of new opportunities.

Administrative staff was identified as the single most important form of support for most centers. Navigation of university bureaucracy effectively requires staff support, especially for essential functions such as hiring, purchasing, safety, and compliance. Many centers indicated that they do not need full-time staff support, and even part-time support in the form of administrative research staff shared across multiple centers would still be transformative. One specific area of need is in fundraising, especially in the Social Sciences where faculty noted a lack of research development support from the division/campus. Closer partnership of research development with individual research centers represents an opportunity for growth of individual centers, as well as the entire campus's research portfolio. A related form of staff support that centers identified as a need is campus communications specialists that can assist with center newsletters, social media, and other outreach materials. Individual centers, especially those with fewer than 20 affiliated faculty, are unlikely to be able to support an outreach specialist just for themselves, but

could benefit from a part-time specialist that works with a number of different campus groups.

While the governance structures of research centers vary widely, it is clear that many centers, and center directors, value their autonomy. However, relatively few research centers are established with clear guidelines on their rights and responsibilities. Centers that rely on financial or in-kind support from departments, divisions, or the campus can find themselves subject to significant pressures regarding changes in leadership, governance, or research priorities.

Finally, research center leaders noted that they often feel the contributions from their centers are undervalued by the university. Increased recognition of the important role that research centers play in cultivating new research and enabling ongoing projects can lead to a virtuous cycle of improved morale, re-energized research, and increased extramural support. Recognition can come in many forms, including elevation of research center missions in campus-wide or public communications, as well as through personnel actions for center leadership/directors.

E. Recommendations

In light of the findings presented above, COR has several recommendations for departments, divisions, and campus-level units:

1. While most research centers are small, several are large, even exceeding the size of established ORUs. With only three ORUs, our campus trails most or all other UC campuses, some of which have more than ten times as many. Our campus should re-evaluate the balance of ORUs vs centers. COR suspects that for large centers willing to undergo this transition, the campus will benefit both financially and reputationally from such a change in designation.
2. For smaller centers, or large centers who do not prefer ORU status, our campus should define clear guidelines governing their formation, governance, financial support, reviews, and sunsetting.
3. Our campus should work towards a model in which a pool of administrative staff is available to support research center operation. Year-to-year fluctuations in funding for smaller centers can be evened out in such a collective model. Staff positions should include specialists in research administration, fundraising, and outreach.
4. COR recommends increased recognition of research centers and their accomplishments, both within the campus community as well as publicly, as a way to support faculty research and the unique role that research centers play in our research ecosystem. This is relevant not only for small centers, but also for large centers, ORUs, and MRUs.

IV. Reviews of Policy and Process

Divisional
- Leading the Change Strategic Plan (LTC)
- Income Disposition for UC-owned Copyrightable Materials, Data, and Tangible Research Property

- Draft Policy for Automatic License Plate Readers (ALPR)

Systemwide
- Systemwide Review of Proposed Presidential Policy BFB-BUS-46 Use of University Vehicles

V.   Upcoming Agenda for 2024-25

The committee will further explore the following topics in 2024-25:

- Central funding to COR for faculty research support (travel, faculty allowance, and "large" grants)
- Impact of new contractual environment on hiring and working with graduate student and post-doctoral researchers
- Follow up on the survey of campus research centers, conducted in 2023-24
- Research dimensions of ADA and related access issues, and campus responsibilities in this regard

Respectfully Submitted,

COMMITTEE ON RESEARCH

Terry Blackburn
David Gordon   Kevin Lofgren, GSA Representative
Kathleen Gutierrez
Katherine Isbister
Irene Lusztig
Roumyana Pancheva
Alex Pang
Nirvikar Singh
Michael Hance, *Chair*

August 31, 2024

COMMITTEE ON RULES, JURISDICTION, AND ELECTIONS
Annual Report 2023-24

To: Academic Senate, Santa Cruz Division

The Committee on Rules, Jurisdiction, and Elections (CRJE) met two times during the fall and winter quarters, and once during the spring quarter in 2023-24. This report summarizes the Committee's work during the year.

I.   Guidance on Divisional Senate Bylaws and Regulations

A. Santa Cruz Regulation 11.6

The Committee reviewed a proposed revision to Santa Cruz Regulation 11.6 regarding Dean's Honors recognition presented by the Committee on Educational Policy (CEP). The Committee did not find issues of conformity with existing policy. The Committee had some concerns regarding the ability of students in the University Part Time Program to be eligible for quarterly Dean's Honors on the basis of a single 5-unit class. While the Committee shared in the spirit of the proposed revision, the committee thought that such a low number of units presented an imprecise measurement of overall performance. Instead of evaluating the student each quarter, the Registrar might wait to evaluate Dean's Honors eligibility until the student has accumulated 12 units, and only then evaluate students for Honors. This proposed solution implied applying Honors to all relevant quarters retroactively, not only the most recent one.

This proposal aligned with the guiding principle of the University Part Time Program, which is designed to grant eligible students flexibility as pertains to the time to complete their coursework, and not the amount of work they need to complete it. The work necessary to reach Dean's Honors - 12 credits - would be kept constant, and the only variable would have been the amount of time that was used to complete the 12 credits. This averaged system would have provided a more accurate and stable measurement of student performance - to the benefit of scholarly standards as well as to the benefit of students, who would have faced fewer oscillations on their transcript across quarters.

CEP responded with proposed language that we agreed would be the best option i.e. "that students taking less than 10 units may be eligible" for honors.

B. Proposed Revisions to Santa Cruz Bylaw 13.12 et seq.

The committee reviewed proposed amendments to the charge for the Committee on Diversity Equity and Inclusion (CODEI) and found no issues of conformity with existing policy.

II.   Divisional and Systemwide Reviews

In addition to the items listed above, CRJE provided comment on the following requests for review.

Divisional

- Campus Academic Personnel Manual subsection 103.500

Systemwide
- Proposed Revisions to Senate Bylaw 55.B
- Proposed Presidential Policy BFB-BUS-50: Controlled Substances Use In Research and Teaching
- Proposed Presidential Policy BFB-BUS-43 - Purchases of Goods and Services; Supply Chain Management

III.   Updates of the Santa Cruz Division Manual

The following updates were made for the 2023-24 manual of the Santa Cruz Division. There are two classes of changes.

Changes due to divisional legislation
- Santa Cruz Regulation 11.6
- Santa Cruz Bylaw 13.12 et seq.

Conforming changes
- Santa Cruz Bylaw 13.25.3
- Santa Cruz Bylaw 14.1
- Santa Cruz Regulation 10.2.2.2
- Santa Cruz Regulation 12.1.1
- Santa Cruz Regulation 12.1.2
- Santa Cruz Regulation 12.1.3
- Santa Cruz Regulation 12.2.a
- Santa Cruz Regulation 12.3.1
- Appendix C.IV.E
- Appendix D.IV.C,D, F-I
- Appendix D.VIII.A
- Appendix D.XII
- Cowell College Bylaw 3.2.3
- Stevenson College Bylaw 4.2
- Merrill College Bylaw 5.3.2
- Merrill College Bylaw 6.1.4
- Porter College Bylaw 2.2.5
- Kresge College Bylaw 3.2.3
- Oakes College Bylaw 4.2.2
- College Nine Bylaw 2.4.4
- John R. Lewis College Bylaws 2.4.4 & 6.2.3

IV.   Elections and Ballots

Committee on Committees Elections
CRJE reviewed the elections for the Committee on Committees which yielded two (2) candidates for the two (2) open positions. SCB 11.4 specifies that "If the number of nominees is equal to the number of places to be filled, all the nominees will be declared elected."

Respectfully submitted,

COMMITTEE ON RULES, JURISDICTION, AND ELECTIONS
Leilani Gilpin
Kevin Jones
G.S. Sahota
Edward Shanken
Eleonora Pasotti, *Chair*

August 31, 2024

COMMITTEE ON TEACHING
Annual Report 2023-24

To: Academic Senate, Santa Cruz Division

The Committee on Teaching (COT) met remotely approximately every other week throughout the academic year to conduct business regarding their charge of fostering and promoting effective teaching. COT continued ongoing activities including the implementation of new and revised Student Experience of Teaching Surveys (SETS), communicating with faculty about the new personalization questions option, and soliciting nominations for and selecting recipients of both the annual student-nominated Excellence in Teaching Award and peer-nominated Distinguished Teaching Award. We outline the committee's major activities below.

I.   SETS

Supporting the effective use of SETS continued to be a significant part of COT's work this year. The major focus of the committee was in creating SETS that would return useful, unbiased, and appropriate results for specific types of instructors and classes. We also continued to work with the Committee on Academic Personnel (CAP) to ensure SETS solicit valuable, equitable data that allow students' voices to inform evaluation of faculty's teaching as part of personnel reviews.

COT's goal in creating SETS for any class is to give undergraduates a place to reflect on their learning experience and give feedback to their instructors; to give instructors, whether ladder-rank faculty, lecturers, or graduate teaching assistants, feedback from students that will allow them to improve their classes and instruction; and to give CAP valuable and equitable data that can help students' voices inform evaluation of faculty's teaching as part of personnel reviews. While having standardized SETS is essential to providing consistent feedback and to reducing bias, COT notes that it is impossible to have one standard SETS that will elicit useful feedback for a variety of types of classes. Undergraduate classes, for example, are designed differently than graduate ones, and questions appropriate for online classes may not be useful for face-to-face classes. This year, COT worked with Vice Provost for Academic Affairs (VPAA) Lee, Instructional Technology Specialist (ITS) Juliet Wilhelm, Manager of Learning and Instructional Tools Leslie Kern, Director of the Assessment for Learning Excellence and Equity Center (ALEEC) Anna Sher, Director for Graduate Student & Postdoc Professional Development Kendra Dority, Faculty Director of the Teaching and Learning Center (TLC) Robin Dunkin, and Assistant Vice Provost for Educational Innovation (AVPEI) Michael Tassio to approve and roll out the Personalization Questions, approve the Online SETS, and develop, test, and approve the new Graduate SETS

After multiple years of modifications to the teaching table (to reflect revisions to the SETS, reduce bias, and respond to the disruptions of emergency shifts to remote instruction), in 2023, both CAP and COT sought to avoid further changes to the teaching table and focused instead on other questions around effective implementation, including enabling staff to generate teaching tables. Administrators of Blue, the system used to administer SETS and generate tables for personnel review, promised that teaching tables would automatically be generated. CAP responded to a COT memo (January 11, 2024) with concerns because the numbers of the teaching table questions had changed. It was COT's understanding that the identifier used to align the teaching table questions

was changed from the number of the question to an internal identifier. CAP's concern was that although the numbering was working for SETS in Blue, many SETS in a review period might occur before UC Santa Cruz adopted Blue, resulting in department staff producing teaching tables manually. CAP felt that having a consistent numbering of questions across all versions of the SETS would prevent confusion that might result in other problems. After discussion with VPAA Lee, Juliet Wilhelm, and Leslie Kern, and consultation with Anna Sher, COT decided that the order of the questions was important to maintain, but the numbering of the questions could be adjusted to make sure the teaching table questions were appropriately numbered 5, 6, and 12. This was completed for both the Online SETS and the Graduate SETS. This is a temporary solution and COT encourages VPAA Lee, Leslie Kern, and Juliet Wilhelm to explore permanent solutions to this issue.

In CAP's February 1, 2024 memo, they recommended that the new Online SETS begin in fall 2024, arguing that introducing new SETS at the beginning of the academic year will ensure that there is consistency and equity in how the information is being used in a given review year. After consultation with VPAA Lee, it was decided that both the new Online SETS and the new Graduate SETS would be rolled out in fall 2024.

A. Personalization Questions for Standard SETS

In fall quarter 2023, COT worked with ITS and TLC to roll out question personalization for SETS. The new personalization SETS had been developed and piloted in the 2022-23 academic year. The personalization allows instructors to add up to three questions from a bank of questions or write their own questions. If an instructor chooses to write their own, they are encouraged to work with the Teaching and Learning Center to ensure that the questions ask for the information the instructor actually wants in a way that avoids bias. TLC and ITS staff created a SETS personalization "How-To" guide (which is linked in quarterly SETS personalization communication sent to all instructors) and also held virtual training. Help was also available during IT office hours. COT sent an email on November 13, 2023 to all instructors introducing the new personalization Questions.

For fall 2023, personalized questions were added to 112 courses and one course had personalized questions for both the instructor and the teaching assistant. ITS received only three inquiries about SETS personalization questions, and no instructors attended the virtual training offered to support instructors. Furthermore, no instructors attending Instructional Technology office hours requested SETS personalization support. This indicates that communication to instructors about SETS personalization met the needs of instructors.

B. Online SETS

The Online SETS were developed and piloted in the 2022-23 year as a collaboration between COT, Associate Vice Provost for Teaching and Learning (AVPTL) Jody Greene, then-Director of Online Education Michael Tassio, Leslie Kern, and Juliet Wilhelm, and in recognition that the standard SETS did not adequately assess the unique nature of classes approved by CCI as online (either synchronous or asynchronous). The approval of the Online SETS was delayed due to the need to ensure that ITS and the Office of the Registrar would be able to appropriately identify approved online courses as opposed to those that

were designated remote only temporarily. In fall 2023, COT again reviewed and consulted with AVPEI Tassio and ITS, and approved the Online SETS.

On January 11, 2024, COT forwarded the approved Online SETS to CAP asking for comments. CAP responded on February 1, 2024 making three recommendations.

First, CAP expressed concern about Question 17, in which the student is asked whether "the course materials were organized in Canvas (or another site) making it easy to find what I am looking for." Members of the Senate Executive Committee (SEC) raised the same concerns. COT notes that this question would only appear on SETS for courses that are approved online courses (not for courses taught under emergency remote conditions). Such an online course, by definition, has to have some readily-accessible and effective online "home." This question seeks to give instructors feedback on how effective their use of this "home" platform was for students, which is particularly important information for instructors of an online course to have (as an online course without a well-organized online presence will not be an effective online course). Considering the fact that platforms do change (currently only one approved online course uses a platform other than Canvas), COT has revised this question to de-emphasize the use of Canvas in particular as the subject of the question, by moving that inside the parenthetical phrase, so that the organization of course materials is the clear subject of the question.

CAP's other concerns were the teaching table numbering (discussed above and below) and the request that the roll out of the Online SETS be delayed until the start of the new academic year (discussed above).

C. **Graduate SETS**
This year, COT continued the project of working to improve SETS for graduate courses, building on work completed last year by COT in collaboration with Graduate Council (GC) and the TLC. The all-new COT membership this year first oriented itself to last year's work, then worked in collaboration with GC and in consultation with TLC and Institutional Research, Analytics, and Planning Support (IRAPS) to first develop a clearer understanding of the possibilities and difficulties of SETs in graduate courses, then to develop a set of questions to pilot, and finally to identify and recruit an appropriate group of graduate course instructors willing to use the pilot questions in their winter 2024 course SETS. COT would especially like to acknowledge the work of Assessment for Learning Excellence & Equity Center (ALEEC) Director Anna Sher in doing the work of piloting the questions, including finding the appropriate courses and instructors, and analyzing the results. COT considered the results of the pilot in spring 2024, in consultation with the VPAA and representation from GC and IRAPS. The committee developed a proposal for the content of Graduate SETS based on those deliberations. The proposed set of questions diminishes concerns about anonymity, and aims to capture some information particularly relevant to graduate course teaching while retaining questions relevant to both graduate and undergraduate course teaching. COT shared these recommendations with GC in spring 2024. As of the writing of this report, COT plan to share these recommendations with CAP and the new Graduate SETS will be implemented in fall 2024.

D. **CAP Concerns Regarding Teaching Table Questions**

On January 11, 2024, the newly approved Online SETS questions were sent to CAP with a request for comments. CAP's February 1 reply asked that the Teaching Table questions maintain the numbers 5, 6, and 12 in all versions of SETS questions. The previous year there had been problems with staff needing to pull and edit the teaching tables for personnel reviews rather than being able to use the tables produced automatically on Blue. This was caused by there being problems with the tables produced with Blue (even when the data was collected by Blue) and also with data collected before Blue was installed. Since departmental staff understood that the teaching table questions were always numbered 5, 6, and 12, changing those numbers would introduce confusion and potential error.

After several discussion with CAP co-chairs Maureen Callahan and Susan Gillman to clarify their concerns, and consultation with VPAA Lee, Juliet Wilhelm, and Leslie Kern, COT decided and communicated to CAP co-chairs on May 8, 2024 that the teaching table questions could retain their current numbering in all SETs until a solution to the problems in Blue that prevent the use of automatically produced tables without editing is resolved. While questions 5 and 6 are not impacted, in the new Online and Graduate SETS, question 12 has moved to a larger number. To maintain the correct numbers while also continuing the logic of the sequencing of the questions, adjacent questions can be condensed into one number with an A and B to differentiate the questions.

COT understands that Blue may never be able to produce a totally automatic and accurate table when the specific review periods require generation of tables that draw on multiple data systems used in prior years. That said, Blue needs to produce tables from their own data system that do not need editing.

Juliet Wilhelm worked with departmental managers from Engineering in summer 2023 in advance of the reviews in 2023-2024 to help them work more efficiently. She reports that these managers were much happier with the system after this training. There should be a push to train all the departmental managers in the most efficient way to produce teaching tables for personnel reviews.

As stated in the previously in this annual report, COT, CAP, and ITS will likely need to continue collaborating with Blue to help push toward the kind of automation that was the expectation when Blue was selected as the vendor.

E. Student Response Rates on SETS

COT has continued to monitor SETS return rates and we are pleased to report that the return rates for fall 2023 and winter 2024 have seen a significant increase in all divisions. There is a general trend for lower rates in the spring, and the rates did drop significantly due in part to the spring 2024 UAW Graduate Student strike. The increase in fall and winter is a result of several factors. First, SETS were integrated into Canvas beginning in fall 2023. This allows the students to access their SETS through a link in Canvas rather than a link in an email. The timing and wording of reminders have also been modified, and Canvas reminders about SETS have proven to be effective. COT would like to thank Leslie Kern and Juliet Wilhelm for their hard work that has increased the return rate. Further work needs to be done to encourage individual faculty and departments to find

ways to increase their class return rates. Work also needs to be done in addressing the drop-in spring quarter SETS rates.

Table 1: SETS Return Rates AY 2023-24

TERM	Arts	Hum	PBSci	BSOE	Soc Sci	Colleges	Overall
Fall 2023							
	37.25	46.12	43.77	52.63	53.05	51.29	47.32
Winter 2024							
	38.14	45.24	38.48	51.65	47.82	47.86	44.02
Spring 2024							
	24.38	32.20	36.58	45.96	32.89	25.74	34.96

II.   Teaching Awards

With support from the Office of the Chancellor, COT continues to administer teaching awards and organize events to celebrate award recipients in service of the larger goal of promoting appreciation of outstanding teaching on campus. The committee continued the practice of completing the review and selection of the 'Distinguished' award in winter quarter and the 'Excellence' award in spring.

A. Excellence in Teaching Awards

COT is charged with the administrative oversight of the Excellence in Teaching Awards (ETA). In adjudicating these awards, we look for evidence that the nominee has thought deeply about teaching and learning and effectively applies that thinking in their teaching. ETA winners are based on student nominations.[1] This year, as in past years, the committee discussed best approaches for reviewing and evaluating the nominations in ways that promote diversity, equity, and inclusion (DEI). In 2023-24, COT evaluated nominations by 370 students, for 216 different instructors.[2]

2023-24 Excellence in Teaching Award Recipients (in alphabetical order):

- Abdelrahman El Fikky, Teaching Assistant, Electrical Engineering
- Barun Dhar, Lecturer, Physics
- Pedro Morales-Almazan, Associate Teaching Professor, Mathematics

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[1] In 2019-20, in an effort to reduce the workload on strained faculty and staff, COT eliminated the step of requesting statements of teaching from nominees and letters of support from department chairs or other faculty members.

[2] The number of nominations this annual cycle was smaller due to the public affairs not sending out the spring 2023 announcement.

- Sakae Fujita, Lecturer, Languages and Applied Linguistics
- Naya Jones, Assistant Professor, Sociology and Global and Community Health B.A.
- Carolyn Dean, Distinguished Professor, History of Art and Visual Culture
- Lisa Berkley, Lecturer, Crown College
- Samantha Gorman, Assistant Teaching Professor, Computational Media

To celebrate this year's teaching awards recipients, COT and the Office of the Chancellor organized a lunch for June 9 to distribute the physical awards and recognize the winners. Unfortunately, due to the student encampment at the base of campus, the graduate student strike, and the feeling of uncertainty on campus, with great reluctance and regret COT rescheduled the event to fall 2024. Tuesday Newsday announcements about the recipients are important to help spread awareness of the awards and the recipients.

B. Distinguished Teaching Award
This year, COT invited nominations for the fifth annual Distinguished Teaching Award, created in 2019-20. In contrast to the student-nominated Excellence in Teaching Award, this is a campus-wide faculty-nominated award. In order to help ensure equity in responses, COT reviewed the language of the call and implemented a word cap on the form to help course sponsoring organizations best understand how to prepare nominations.

The committee received 14 nominations from outstanding faculty (including lecturers and ladder-rank faculty) across the five divisions. Every COT member read all of the submitted nominations, created a short list, and met to discuss the candidates and make the difficult decision. COT members were delighted to choose Nathan Altice, Associate Teaching Professor of Computational Media, as this year's Distinguished Teaching Award winner. There will be a lecture held in February 2025 as part of Teaching Week to celebrate Professor Altice. COT has worked with each recipient to determine the best format for their presentation (whether a conversation, a formal talk, or some other format). As the award becomes more established, a pattern of practice will emerge.

COT held their second in-person Distinguished Teaching event on February 29, 2024 from 4:00 pm - 6:30 pm, in conjunction with Teaching Week. It was also live casted. With introductory remarks from Campus Provost and Executive Vice Chancellor Lori Kletzer, 2022-23 recipient Alegra Eroy-Reveles was joined by Dr. Mica Estrada (UCSF), Yuliana Ortega (UCSC), and Yvonne Rodriguez (Surge Institute). Together in conversation, they discussed the many paradoxes of joining "soul and role" in teaching and mentoring, while also balancing life as Latina mothers and grandmothers. A recording, along with videos of prior DTF winners' presentations, is available on COT's website. There was a great turnout for this event, which closed Teaching Week with over 100 people in attendance.

III.   Other Issues

A. COT members served as representatives on a variety of campus committees. These include subcommittees within ITS as well as committees within other campus units. We list below the main committees to which COT members contributed this year, and briefly describe those contributions.

- SETS Committee: The chair of COT regularly attended (approximately twice per quarter) meetings with ITS and the VPAA to discuss and track SETS changes, implementation, and other issues that arose.
- Technology Enhanced Teaching and Learning Advisory Committee (TETL). A COT member (Alegra Eroy-Reveles) participated on TETL, which is charged with bringing together staff and faculty to review and consider instructional technologies explicitly in the context of working towards campus priorities, making recommendations to the executive sponsors, while guiding the campus in making strategic and sustainable investments in instructional technologies. TETL met monthly from January to May 2024 to develop a web presence, develop a process for receiving and evaluating requests (new and renewals) for educational technology, standardize a process for piloting educational technology with faculty innovators, and develop a process for communicating to the campus community regarding changes to educational technology.
- In the late fall quarter, Katharin Peter, the UC Santa Cruz Representative for the UC Open Educational Resources (OER) Task Force, consulted with COT.
- Consultation Request with CCI Chair Amanda Rysling: Undergraduate TA Requests
- Open Educational Resources (OER) Librarian Sarah Hare

B. COT, along with other Senate committees, reviewed and wrote responses to proposed divisional and systemwide policies or revisions, including the following:

Systemwide:
- Second Review of Proposed Senate Regulation 424.A.3 (Area H) (May 2024)
- Final report of the University of California Systemwide Advisory Workgroup on Students with Disabilities (May 2024)
- Proposed Academic Senate Statement on UC Quality (May 2024)

Divisional:
- Leading the Change Final Report (December 2023)
- VPDUE/GE's Syllabus Request (January 2024)
- CEP: Request to Review ADA Compliance Officers request for DRC Access to Canvas (April 2024)

IV.   Carry Forward

- SETS:
  - Coordinate with SETS Executive Sponsor VPAA Lee and CAP co-chairs regarding implementation of SETS and communication with instructors, departments, and CSAs regarding best uses and practices. In particular, the impact of gender and race bias in SETS responses needs to be further assessed, and departments and CAP should address best practices for minimizing this impact on under-represented and minority instructors.
  - Continue to communicate with faculty and department chairs about the changes to SETS, and best practices for encouraging increased response rates.
  - Reevaluate TA SETS to make appropriate for all courses
  - Language around bias

- Awards events: review the events organized in 2023-24 and evaluate what approach makes most sense going forward. (e.g., how many events to have? What kinds of events to have? When to schedule?)
  - Discuss adjudicating Physical and Biological Sciences Division's Ron Ruby Award as part of the Excellence in Teaching award.
- Consultations:
  - Explore how COT can best work with ITS to support instructional and learning technologies.
  - Collaborate with the DRC Director regarding faculty responsibilities, effective communication with diverse teaching staff, and a potential revised DRC handbook. This may also be an area where TLC could collaborate.
  - Discuss possible areas of collaboration with Graduate Council, The Teaching and Learning Center, and Graduate Division, including possible ways of supporting effective mentoring of graduate students.
  - Evaluate role of TLC and consultation

Thank you to all the members of COT for their contributions of time, energy, and reflection this year. Our work was greatly enriched by having perspectives from students and instructors from across the university. The work of the committee simply could not happen without the expertise and patient guidance of our analyst, Rebecca Hurdis. The committee benefited enormously not only from her extraordinary organization skills, but also from her institutional memory, foresightedness, and remarkable goodwill in the face of another unpredictable year.

Respectfully Submitted,

COMMITTEE ON TEACHING
Alegra Eroy-Reveles
Nicol Hammond   Hazel Uber Kellog *(F)*, SUA Representative
Adam Smith   Camnhi Hoang *(F)*, SUA Representative
Megan Thomas   Nathan McGregor, GSA Representative
Elisabeth Cameron, *Chair*

August 31, 2024

Appendix A. Personalization Questions Added to SETS COT to CAP re SETs History

Google @ UCSC

Rebecca Hurdis <rhurdis@ucsc.edu>

Personalization Question Option Added to SETS

Academic Senate <senate@ucsc.edu>   Mon, Nov 13, 2023 at 3:57 PM
To: Senate Senate <senate@ucsc.edu>
Bcc: aso-staff2324-group@ucsc.edu

To: Instructors, GSIs and Teaching Assistants
From: Committee on Teaching

Dear Colleagues,

The Committee on Teaching (COT) in collaboration with the Teaching and Learning Center (TLC) and Instructional Technology Services (ITS) would like to announce the launch of optional personalization questions for the Student Experiences of Teaching Surveys (SETS). Instructors will be able to add optional personalized questions November 14 through November 21, 2023 for their fall quarter SETS (which opens to students 11/27). We want to note two things quickly by way of introduction:

- Nothing is changing about the standard SETS questions or how they're used in personnel reviews.
- Adding personalized questions is completely optional, and students' responses to them would not be visible to others.

Please read on when you have a moment to consider whether you want to take advantage of this opportunity to get more specific feedback on your course than is covered by the standard SETS questions. If you do not have time to consider this for this quarter, we hope you might come back to it in a future teaching term.

Things to know: Student responses to personalized questions are handled differently than the standard questions.

- Answers to these questions will be visible only to you, not to your department or to the Committee on Academic Personnel (CAP).
- You are welcome to include anything you learn from these questions in your personal statement when preparing your review file.
- Personalized questions can be selected by instructors and TAs. Only the individual instructors and TAs who add the questions will be able to see their students' answers (i.e. an instructor or TA can only see students' responses to the questions they themselves individually add).
- You can add up to three personalized questions to SETS.
- You can choose from a menu of available options for personalized questions, or you can write questions of your own design.
- If you wish to include a question of your own design (e.g., to get feedback on a particular assignment) consider reaching out to TLC or ALEEC for help in designing the question in a way that will be most likely to help you gather good data and minimize bias.

Reasons to use Personalized Questions: These questions can be used in important ways to collect specific feedback not available through use of the standard SETs questions.

- The selectable personalized questions have been developed to support faculty in getting specific data to help refine assignments, instructional approaches, evaluate learning activities, etc. while minimizing bias in students' responses. If the selectable questions are not specific enough, custom questions can be written.
- Personalized questions allow faculty to use the same questions over several iterations of a course in order to track the impact of particular course changes on students' learning.

How to add Personalized Questions: Instructors teaching this quarter will receive an email tomorrow (November 14th) with a link to their "Question Personalization Task" in the SETS system. For more information and full instructions, please

see the ITS knowledge article How to Add Personalized Questions to SETS. SETS dates for question personalization, survey open & close, and report release can be found on the ITS SETS webpage.

We're pleased that we could finalize and announce this initiative, and we are grateful to last year's COT, and colleagues in TLC and ITS, for working to make this happen.

Warmly,
Elisabeth Cameron, Chair
Committee on Teaching

--
Academic Senate
Santa Cruz Division
125 Kerr Hall
UC Santa Cruz
(831) 459-2086
(831) 459-5469 (FAX)
Website: http://senate.ucsc.edu/

Appendix II. Online SETS Questions

~~REVISED SPRING 2021~~ APPROVED FALL 2023

Student Experience of Teaching ~~(SET)~~ Survey (SETS)
ONLINE COURSES
A Collaboration of COT and TLC ~~CITL,~~ in consultation with IRAPS, CAP and ITS[1]

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

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

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

STUDENT INFORMATION
1. What is your current class standing at UCSC?
   ● Freshman/first year
   ● Sophomore/second year
   ● Junior/third year
   ● Senior/fourth year
   ● Fifth-year senior or more
   ● Master's student
   ● PhD student
   ● Other

2. Why are you taking this class?
   ● Required for my major/minor
   ● Elective for my major/minor
   ● Part of a proposed major/minor I am exploring
   ● To fulfill a GE requirement (outside my major/minor)
   ● General interest in the topic
   ● Other reasons

---

[1] Questions 5, 6 & 12 for teaching table

Comments (OPEN ENDED)

10. Please restate your answer to Question 11 ~~9~~ and explain it. For example, the instructor helped me feel engaged with the course "somewhat frequently" because….

FEEDBACK ON COURSE:

(**Scale** for 11: never understood the goals/at the beginning of the course/at the end of the course)

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

(**Scale** for 12-15 is: unable to comment/never/occasionally/somewhat frequently/frequently/very frequently)

Instructions to students: Please only comment if the course contained the specific activity addressed in questions 12-14. Otherwise select "unable to comment."

12.[4] Lectures and other instructor-produced presentations (e.g. video-recorded lectures) were well structured and had clear goals.
13. ~~In e~~Class activities, either done synchronously or asynchronously, were well structured and had clear goals.
14. Problem sets, writing assignments, and other homework, over the course of the quarter, helped me feel prepared for examinations, papers, and projects.
15. Course materials were organized in Canvas (or on another site) making it easy for me to find what I was looking for.

(**Scale** for question 16 is: no assigned reading/I did little to none of the assigned reading/I found the reading somewhat useful/I found the reading useful/I found the reading very useful)

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

Comments OPEN-ENDED
17. Please describe any specific **<u>teaching practices and materials</u>** (lectures, seminar discussions, small group activities, demonstrations, instructional videos, homework, individual conferences, study guides, papers, etc.) the instructor used that you found helpful or unhelpful to your learning in this course.

---

[4] Teaching Table Question

Comments (OPEN ENDED)

10. Please restate your answer to Question 11 ~~9~~ and explain it. For example, the instructor helped me feel engaged with the course "somewhat frequently" because….

FEEDBACK ON COURSE:

(**Scale** for 11: never understood the goals/at the beginning of the course/at the end of the course)

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

(**Scale** for 12-15 is: unable to comment/never/occasionally/somewhat frequently/frequently/very frequently)

Instructions to students: Please only comment if the course contained the specific activity addressed in questions 12-14. Otherwise select "unable to comment."

12.[4] Lectures and other instructor-produced presentations (e.g. video-recorded lectures) were well structured and had clear goals.
13. ~~In-c~~Class activities, either done synchronously or asynchronously, were well structured and had clear goals.
14. Problem sets, writing assignments, and other homework, over the course of the quarter, helped me feel prepared for examinations, papers, and projects.
15. Course materials were organized in Canvas (or on another site) making it easy for me to find what I was looking for.

(**Scale** for question 16 is: no assigned reading/I did little to none of the assigned reading/I found the reading somewhat useful/I found the reading useful/I found the reading very useful)

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

Comments OPEN-ENDED
17. Please describe any specific **teaching practices and materials** (lectures, seminar discussions, small group activities, demonstrations, instructional videos, homework, individual conferences, study guides, papers, etc.) the instructor used that you found helpful or unhelpful to your learning in this course.

---

[4] Teaching Table Question

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

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

Preparation for the Course

20. Did you feel prepared, by prior coursework at UCSC, community college, or high school, for the work required in this course?
- Unable to comment
- Not at all prepared
- Somewhat prepared
- Prepared
- Very prepared

Comments OPEN-ENDED

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

Appendix III. Graduate SETS Questions

APPROVED SPRING 2024

Student Experience of Teaching Survey (SETS)
GRADUATE COURSES
A Collaboration of COT and TLC in consultation with ALEEC, CAP and ITS

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

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

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

STUDENT INFORMATION

Questions 1 and 2 about your year or program of study have been removed to protect your anonymity.

3. What percentage of class meetings taught by this instructor (in person or remotely, not counting sections or labs taught by others) did you attend? (Note: 1 week = 10%)
- ○ 0-24%
- ○ 25-49%
- ○ 50-74%
- ○ 75-100%

4. About how many total hours per week, outside of class meetings, did you spend on work for this course?
- ○ 0-3 hours
- ○ 4-6 hours
- ○ 7-9 hours
- ○ 10-12 hours
- ○ 13 hours or more

FEEDBACK ON INSTRUCTION:
Instructions to students: Please respond as to how frequently the instructor did each of the following.

5.[1] The instructor used course time effectively to support my learning.
- o Unable to comment
- o Never
- o Occasionally
- o Somewhat frequently
- o Frequently
- o Very frequently

6.[2] The instructor explained concepts in ways that supported my learning.
- o Unable to comment
- o Never
- o Occasionally
- o Somewhat frequently
- o Frequently
- o Very frequently

7. The instructor provided useful feedback on my assigned work.
- o Unable to comment
- o Never
- o Occasionally
- o Somewhat frequently
- o Frequently
- o Very frequently

8. The instructor provided timely feedback on my assigned work.
- o Unable to comment
- o Never
- o Occasionally
- o Somewhat frequently
- o Frequently
- o Very frequently

9. The instructor created an environment in which I felt comfortable to ask questions or contribute to the class.
- o Unable to comment
- o Never
- o Occasionally
- o Somewhat frequently
- o Frequently
- o Very frequently

---

[1] Teaching table question
[2] Teaching table question

10. The instructor created an environment that was conducive to learning from my peers.
- o Unable to comment
- o Never
- o Occasionally
- o Somewhat frequently
- o Frequently
- o Very frequently

FEEDBACK ON COURSE:

11. I understood the learning goals or learning objectives of the course.
- o Never understood the goals
- o At the beginning of the course
- o In the middle of the course
- o At the end of the course

Instructions to students: Please only comment if the course contained the specific activity addressed in questions 16-18. Otherwise, select "unable to comment."

12.[3] Lectures and other instructor-produced presentations (e.g., video-recorded lectures) were well structured and had clear goals.
- o Unable to comment
- o Never
- o Occasionally
- o Somewhat frequently
- o Frequently
- o Very frequently

13. In-class activities or discussions were well structured and had clear goals.
- o Unable to comment
- o Never
- o Occasionally
- o Somewhat frequently
- o Frequently
- o Very frequently

14. The course assignments were clearly connected to the knowledge or skills relevant to the course learning goals.
- o Unable to comment
- o Never
- o Occasionally
- o Somewhat frequently

_____

[3] Teaching table question

3

- ○ Frequently
- ○ Very frequently

15. How did this course contribute to important aspect(s) of your graduate studies, research, and/or professional growth? Select all that apply.
- ■ Helped me prepare for a program milestone (first year exam, QE, prospectus, etc.)
- ■ Helped me decide on a potential topic for my research
- ■ Helped me develop skills to become a more independent researcher
- ■ Helped me develop skills to become a more collaborative researcher
- ■ Improved or widened my methodological skills
- ■ Improved my knowledge in a specific field, subfield, or interdisciplinary studies
- ■ Helped me to develop professional skills (e.g., writing skills, presentation skills, pedagogical/teaching skills, grant writing, understanding of diversity, equity, and inclusion)
- ■ Helped me to decide on my career path
- ■ Had a significant impact not listed above
- ■ Had no significant impacts

15a. Are there any other ways in which this course has impacted you? Please describe.

_____
_____

16. Which of the following best describes your experience with the **amount of the assigned work** in this course, including readings, written assignments, problem solving, creative and other tasks/components:
- ○ I found it to be unreasonably high from the beginning to the end of the course.
- ○ I found it to be unreasonably high initially but I figured out how to manage it by the end of the course.
- ○ I found it to be reasonable and achievable throughout the course.
- ○ I found it to be unreasonably low at some point or throughout the course.

17. Which of the following best describes your experience with the **level of difficulty** of the assigned work in this course, including readings, written assignments, problem solving, creative and other tasks/components:
- ○ I found it to be unreasonably high from the beginning to the end of the course.
- ○ I found it to be unreasonably high initially but I figured out how to manage it by the end of the course.
- ○ I found it to be reasonable and achievable throughout the course.
- ○ I found it to be unreasonably low at some point or throughout the course.

18. Please describe any specific teaching methods and materials (lectures, seminar discussion, small group activities, readings or media, etc.) the instructor used that you found helpful to your learning in this course.

_____
_____
_____

Question 19 is not part of the Undergraduate SETS

19. Please describe any specific teaching methods and materials (lectures, seminar discussion, small group activities, readings or media, etc.) the instructor used that you found unhelpful to your learning in this course.

_____
_____
_____

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

_____
_____
_____

21. Is there anything else you would like to add about your experiences in the course?

_____
_____
_____

GRADUATE COUNCIL
Annual Report 2023-24

To the Academic Senate, Santa Cruz Division

The 2023-24 academic year was a busy one for Graduate Council (GC), once again, with the committee exercising oversight of graduate programs, degrees, and courses; addressing immediate matters of policy and its implementation; representing the graduate enterprise as part of Senate leadership; conducting reviews for fellowships; and working more broadly to strengthen the graduate programs, including efforts to secure resources in support of students. Regular business included review of graduate program statements and proposals for new graduate degree and non-degree programs, participation in the external review of departments and programs, and chair participation on the systemwide Coordinating Committee on Graduate Affairs (CCGA). As it does annually, Graduate Council consulted extensively with the Vice Provost and Dean of Graduate Studies (VPDGS), who served as an *ex officio* member during regular meetings, and other Graduate Division colleagues on issues throughout the year, including an orientation on the "state of graduate education" for members at the start of the year, fellowship review, and the block allocation formula and procedures. A summary of GC's work in 2023-24 is presented in the rest of this report.

I.   **Senate Policy and Process Reviews, Changes, and Revisions**

During 2023-24, Graduate Council reviewed issues and requests broadly related to policy and process with impacts on graduate education, including the following:

   A. *299 Syllabus Policy*
      GC provided guidance on expectations for and evaluation of Independent Study and Thesis Research classes, referred to herein as "299 courses" (although other course designations may be used), which are typically taken by students as they work toward their academic goals through research and other creative activities. GC released written guidance on this topic (see Appendix I), distributed across the campus community and linked to Graduate Council's webpage along with 299 syllabus examples.[1] The GC chair presented this information at the winter Senate meeting and answered questions.

      Goals for 299 courses should be developed by faculty in collaboration with graduate student mentees to help students make timely progress towards their degrees, whether or not they are employed or otherwise supported financially as part of their academic work (i.e. as a graduate student researcher, teaching assistant, graduate fellow, etc.). These goals and other metrics of achievement may be best developed as a course "syllabus," listing qualitative and/or quantitative aspirations for the quarter. Again, GC posted a template and example syllabi on its website, for consideration and potential use by mentors and students.

      Syllabi for 299 courses should be ambitious, reasonable and flexible, taking into account the aggregate of obligations that a student may have, including employment that may be

---

[1] https://senate.ucsc.edu/committees/gc-graduate-council/policies-and-memoranda%20/graduate-council- guidance-on-developing-syllabi-for-299-courses.html

distinct from their academic studies. A well-crafted syllabus allows for delays and changes in plans, new creative approaches, and mistakes that are commonly part of rigorous research and scholarly activities. Given uncertainties in research directions and progress, good communication between mentors and students, including regular meetings, is essential to avoid misunderstandings and stay on track with degree plans.

B. *En Route M.A. Policy*

GC received multiple requests from existing Ph.D./Doctoral (referred to herein as Ph.D.) programs that wished to add an en route Master's degree, and in response GC developed written guidelines that are now posted on the GC website (see Appendix II).[2] An en route Master's degree is a non-terminal degree, only available for students who are working towards a Ph.D. Many current Ph.D. programs already offer an en route Master's degree, and faculty/programs developing new Ph.D degree proposals are encouraged to include an en route Master's degree as part of their proposal if it will be useful for their students. Common reasons for offering an en route Master's degree include recognition of achievement (typically in association with advancing to candidacy), and providing an additional credential that can generate professional benefit.

The GC policy on adding an en route Master's degree explains general requirements for preparing a proposal for a non-degree program (as would be relevant if a department that offers a Ph.D. also offers a terminal Master's degree), and explains how to align the proposal with relevant Academic Programs and Units (APU) and CCGA policies. A proposal to add an en route Master's degree must be accompanied by endorsement from the divisional dean, and is typically reviewed by GC, with copy to the VPAA. Consultation with the Committee on Planning and Budget (CPB) is also expected if resource needs are identified, to help assess potential financial implications. In cases where a Ph.D. program wishes to offer an en route Master's degree but does not already have an approved (terminal) Master's degree, the program will need to prepare a full degree proposal.

C. *Normative Time*

Following a query about process from a Ph.D. program that wished to extend their normative time-to-degree from six years (the standard at UCSC and for UC overall) to seven years, GC found that there was no standing policy on the criteria by which such a request might be reviewed. GC wrote an internal policy document that provides guidance for GC to provide to departments and campus units on factors that should be addressed when requesting an extension to normative time. Considerations include factors such as: training needs, course requirements, language requirements, qualifying exam timelines, job market competitiveness, an explanation of any steps the department has taken to try to streamline their curriculum, and a comparison of normative times at peer programs including, but not necessarily limited to, other UC campuses. In addition, although the APU and CCGA manuals provide no explicit instructions on requesting an increase in normative time, it is noted in CCGA instructions for proposing new Ph.D. programs that any subsequent request for an increase in normative time beyond six years must be

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[2] https://senate.ucsc.edu/committees/gc-graduate-council/policies-and-memoranda%20/graduatecouncil_ enroutemapolicy_022024.pdf

approved by CCGA. GC also expects that CPB would be consulted to assess financial implications.

GC provided guidance to the program whose query sparked discussion on this topic, and asked that the External Review Committee address the topic as part of their report, as external review was scheduled for this program for winter 2024. A formal request was subsequently received from the department, and GC explained the process for consideration, including the need for CPB review and forwarding of the request to CCGA. GC was broadly supportive of the program's request, although members raised several issues and concerns that the program was asked to address in a revised proposal. GC expects that a revised proposal will be submitted early in the 2024-25 academic year.

D. **Committee on Educational Policy Feedback Request: American Disabilities Act (ADA) Compliance and DRC Access to Canvas**
GC was asked to review a policy proposal by ADA Compliance Officers Nubyaan Scott and Mohamed Shahin, allowing default access by Disability Resource Center (DRC) personnel to Canvas course materials. The goal of this request was to aid in meeting DRC accommodations and otherwise satisfying ADA requirements to convert/modify certain course materials for access by students with disabilities. The response rate of faculty to email requests to approve DRC access to their materials in Canvas is appallingly low, which delays or makes impossible conversion of course materials in a timely way to accommodate student needs. The memo from the ADA Compliance Officers suggested there be a change in policy so that access by DRC personnel to Canvas materials is the default, with option to deny access if a faculty member wishes to engage in accommodation work directly.

In discussion, GC members agreed it would be best to have a solution whereby (a) there is default "opt-in" for DRC access to Canvas materials, with faculty allowed to opt-out if they choose (meaning that the faculty will take responsibility for meeting all accommodation requirements without DRC being able to access key materials), and (b) there is a clearly defined category of access for DRC use, for which faculty (or others in charge of courses) have some control over what materials are accessible. There is currently an option within Canvas for allowing DRC personnel to access Canvas materials, but it is not clear what materials are made accessible with this choice. There are also potential problems with automated access if DRC personnel end up converting old or interim materials that were not intended to be released. However the access is granted, there needs to be good communication between DRC personnel and instructors, to be sure that correct and current materials are converted in a timely way. GC agreed that it is not acceptable for faculty to be unresponsive to DRC requests. Faculty should be made aware of the importance of responding as needed for student success (and to fulfill ADA obligations), and accountability should be enforced, perhaps through engagement with program/department chairs.

E. **CCI Feedback Request: Reviews, Expectations, and Credits for 281 Courses**
GC considered questions raised by the Committee of Courses of Instruction (CCI) regarding how 281 course proposals should be reviewed in terms of their credits, syllabi, and basis for evaluation. GC did not have a standing policy on this topic, so reviewed how 281 courses are currently taught across the campus, and considered consistency of this

usage with broader policies, including the Carnegie standard that is commonly applied at UCSC, with expectation that each unit of course credit should be equivalent to three hours of weekly work (in and out of the classroom).

Following some investigation and discussion at a regular meeting, GC identified the following areas of concern, summarized in a memo to CCI (3/5/24). 281 courses at UCSC are commonly used for reading seminars, often as the basis for meetings of research (or other) groups that are narrowly focused in terms of topical interest. In many cases, 281 courses offered on this basis are associated with two units of credit, implying six hours of weekly work, but it was not clear that this was an accurate indication of how these courses were run. Many of these courses did not post a syllabus, so the basis of assignments and grading was not clear. In addition, there is the possibility that work being done for 281 courses might overlap with work being done as part of Independent Study/Thesis Research courses (297/299). It is also not clear how many of these courses may be restricted to members of a single research group, or could be more open for enrollment by other students who have the appropriate background and interests. A quick review of the course catalog suggested that there are at least 70 of these courses currently offered (mostly in Physical & Biological Sciences and Baskin Engineering), and dozens of additional 280 courses that serve a similar purpose.

GC suggested to CCI that it may be worth developing a written policy (perhaps as a consultative process between CCI and GC), then using this policy to align 281 (and 280) course credits with expectations for hourly work, focusing first on new courses or those for which a revision is proposed. While it could also be helpful to align all existing 281 courses in this way, it would create a challenge to address all of these at one time, along with the regular CCI workload. Another option would be to establish a schedule for the next 4-5 years for review of existing 281 (and 280) courses, to bring all of them into compliance with UCSC policies on course credits, student access, potential for double counting, and other issues.

F. **CCI Feedback Request: Proposed Course Modality Questions**
    Over the last year, CCI has worked on updating and simplifying the application process for new or modified courses, particularly for those offered with online or hybrid modalities. CCI asked GC for comments on a draft document listing updated questions that could be asked as part of a revised application. GC sincerely appreciated CCI's thoughtful approach to this topic, as the existing application system and materials seemed to place an unnecessary burden on applicants, and did not provide all of the information needed to review proposals. GC's feedback was modest, mainly some small suggestions for rewording a few of the questions, particularly with respect to modality/modalities to be used, and examples of and/or typical weekly schedules and activities. GC also suggested that there could be some discussion of expected Teaching Assistant (TA) roles in proposed/revised classes.

G. **COT Feedback Request: Graduate Student Experience of Teaching Surveys (SETS) Pilot**
    GC discussed the revised graduate SETS that were developed by the Committee on Teaching (COT) and piloted in the winter quarter of 2024. In reviewing the pilot SETS questions, GC considered the importance of student anonymity and advised against using

questions that could single out specific students based on their degree status and/or need for taking a specific course. That said, there was unanimity on GC for having SETS for all graduate courses, as these tend to be small, and feedback is essential so that the importance of graduate student coursework is not elided when considering program curricula, costs of teaching, personnel actions, and effort required by both students and instructors. GC questioned the need to have as many SETS questions as were included on the pilot, which could have contributed to a low response rate. Moreover, many of the questions were considered more appropriate for undergraduate courses. GC thought open-ended/free response questions would, for many graduate courses, be more appropriate for giving feedback to instructors.

H. United Auto Workers (UAW) Strike: Guidance and Faculty Responsibilities and Authority

UAW voted in favor of a graduate student strike during spring 2024. Subsequently, systemwide Academic Council provided UAW strike guidance to faculty and units, including a brief FAQ that explains some aspects of faculty roles based on a longer FAQ prepared by UCOP.[3] This guidance followed a statement from the Joint Senate-Administration Workgroup On The Future Of UC Doctoral Programs, describing expectations for academic effort by M.F.A. and Ph.D. students, as needed to advance towards academic milestones and complete degrees.[4] GC felt that while these documents were helpful in clarifying some aspects of faculty responsibilities and authority, with respect to evaluation of graduate student progress, a clearer and more direct statement was needed. In response, GC wrote and released a memo to graduate program/department directors and advisors (see Appendix III) explaining that faculty oversight of graduate student progress is clearly a matter of faculty purview.[5] No matter what the state of graduate student contracts (for teaching assistants, graduate student researchers, or others) and/or the nature of fellowships graduate students may hold, faculty and programs/departments retain full authority for evaluating academic progress, as required for students to meet milestones and complete their degrees.

I. Spring Protests and Course Modalities

There was additional campus disruption in spring 2024, beyond that associated with UAW strike activity, especially in response to the Israel-Gaza conflict. There were numerous individual protest activities (marches, informational events, building/facility occupations, etc.) and eventually an encampment was established, initially in the Quarry Plaza and later near the campus main entrance at the intersection of Bay Street and High Street. Senate leadership, including the GC chair, met periodically on an ad hoc basis and as part of regular Senate and administration consultation, to get updates on dynamic conditions and offer perspectives as decisions were made about campus access, safety, policing, enforcement, and related policies. Following the shift of the protest encampment to the main campus entrance, access to and from campus was blockaded with increasingly "hardened" structures, eventually leading the administration to declare the need to shift

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[3] https://senate.universityofcalifornia.edu/_files/reports/js-sc-faculty-strike-guidance.pdf
https://ucnet.universityofcalifornia.edu/uaw-faqs-2024/
[4] https://senate.ucsc.edu/archives/Current%20Issues/apc-memo-on-non-graded-academic-effort.pdf
[5] https://senate.ucsc.edu/committees/gc-graduate-council/policies-and-memoranda%20gc_re_apcwork
groupmemo_052424-1.pdf

most teaching to an "emergency remote" modality. Senate leadership expressed concern about negative impacts on teaching, particularly for more experiential (hands-on) and technical courses, and emphasized that faculty and programs retain purview over teaching modalities. The GC and CEP chairs sent guidance (see Appendix IV) concerning these issues to the deans, chairs, directors, and provosts, noting that instructors retained discretion for choosing teaching modality.[6] The main challenge here was in assessing when it was safe and practical for classes to be held on campus (at a time when the administration was trying to limit the day-to-day campus population), especially when access limitations posed challenges for safety, food delivery, research activities, and other campus operations. While protests and blockade conditions varied day by day, and often hour by hour, GC and CEP chairs met regularly and encouraged the administration to assess conditions and make decisions about campus access several days at a time, to allow instructors, students, and others to plan accordingly. Senate leadership also noted that buildings containing teaching spaces should not be locked to prevent student and instructor use of these facilities, retaining flexibility to adapt as needed, course by course. Eventually, the administration made the decision to bring police to campus and break up the entry blockade—this was done with neither advance notice nor consultation with Senate leadership. In-person courses and graduation events were subsequently held in person.

II.   Review of Programs with Suspended Admissions

GC has purview over changes to existing graduate programs, including proposed suspensions of graduate admissions. Once a program has suspended admissions, GC monitors the program through reports submitted to GC by the department. In 2023-24, four graduate programs had suspended admissions:

A. Digital Arts and New Media (DANM) M.F.A.
Following suspension of graduate admissions for 2022-23 and 2023-24 by the Digital Arts and New Media (DANM) M.F.A. program, based on feedback from their 2022 External Review Committee report, Graduate Council requested a detailed working plan from DANM and the Arts Dean in fall 2023 for restructuring DANM. GC received letters from the Arts Dean, DANM Director, and Performance, Play, and Design (PPD) Chair in April 2024, indicating intent to propose a change of administrative home (COAH) for the DANM M.F.A. to operate from PPD. GC responded to these letters with encouragement and some requests for clarification and additional information. On May 1, 2024, GC received a more structured proposal for COAH of DANM to operate from within PPD. Graduate Council reviewed the proposal, with additional input from CPB, at their regular meeting on May 30, and while we appreciated progress made in transitioning the M.F.A. program to PPD, there are important aspects of the COAH that need to be resolved, mentoring and administrative responsibilities that need to be clarified, and resource commitments that need to be made more explicit. Graduate Council approved a third and final extension of suspension of graduate admissions for the DANM M.F.A. for the 2024-25 cycle while the proposed COAH is updated and resubmitted for assessment. This should be done by early fall 2024 in order to stay on track to reopen DANM admissions for the following cycle.

B. Feminist Studies Ph.D.

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[6] https://senate.ucsc.edu/archives/Current%20Issues/cep_gc_csa_strikeguidance_052024.pdf

This year, Graduate Council approved a renewed suspension of graduate admissions for the Feminist Studies (FMST) Ph.D., which has had suspended admissions in the recent past, for both the 2023-24 and 2024-25 admissions cycles. However, requests this year by several FMST faculty who wish to transfer out of FMST (to another department or to a divisional appointment) leave GC gravely concerned about the future of the program. Graduate Council endorsed the requested transfers (as we trust faculty to assess how best to manage their professional affiliations), but emphasized the need to assure mentoring of remaining graduate students, including participation on qualifying exams and reading committees, as may be needed. Given that FMST now lacks critical mass as a graduate program, making it difficult to offer a curriculum and support student research, GC encouraged consultation between remaining FMST faculty and the Humanities Dean to consider options for both the Ph.D. program and the Designated Emphasis in FMST, to decide if either of these can be sustained. GC requested a report from FMST by November 15, 2024.

C. Games and Playable Media (GPM) M.S.

Graduate Council approved an initial suspension of graduate admissions for 2023-24 for the Games and Playable Media (GPM) M.S. program, operated through the Computational Media (CM) Department, then approved a second year of suspended admissions. In GPM's requests, the program noted a lack of available faculty to teach critical courses (at the Silicon Valley Center), financial challenges for the program and UCSC overall, and recent layoffs in the video game industry that call into question the professional basis for sustaining the program. At the end of the GPM report submitted to GC in March 2024, CM promised an updated report to GC by December 31, 2024. GC looks forward to receiving this report, which should help in assessing next steps for the GPM program.

D. History M.A.

Graduate Council approved the History Department's proposal to reinstate admissions for their M.A. program, which has had suspended admissions since 2020. GC acknowledged concerns raised by CPB in their review of the proposal, specifically about funding to support TA positions for History M.A. students, but also notes that the M.A. students are not guaranteed funding/employment while attending UCSC, and having a cohort of M.A. students could be helpful with maintaining a robust graduate curriculum. On this basis, GC supported reinstating admissions for the History M.A. degree program.

III.   Additional Highlighted Reviews

During 2023-24, Graduate Council reviewed additional reports and proposals with significant impacts on graduate education, including the following:

A. HCI Professional Degree Supplemental Tuition (PDST) Proposal

Graduate Council reviewed a proposal from the Computational Media Department (CM) to renew Professional Degree Supplemental Tuition (PDST) for the Human Computer Interaction (HCI) M.S. degree, which is offered mainly at the Silicon Valley campus. This proposal was also reviewed by CPB, who recommended approving the request for a 5% increase in year-over-year PDST fees. Both GC and CPB expressed concern that the program was expensive relative to peer and competitor programs, and wondered about budget priorities for continuing this program, given costs, modest enrollment, and

competing needs for resources on the main UCSC campus. GC is also concerned about job placement, and a lack of information on diversity and equity in the PDST renewal proposal. GC hopes that these issues will be addressed going forward, with the campus performing a detailed and transparent budget analysis and discussing trade-offs concerning how specialized graduate programs of this kind are financed.

B. CSE Enrollment Management Plan

Graduate Council commented on the AY2024-25 Enrollment Management Plan for the Computer Science and Engineering Department (CSE). GC supported CSE's plan for managing enrollments for the Computer Science (CS) major. Excessive enrollments in CS courses have led to unacceptably large class sizes and overworked faculty, TAs, and Graduate Student Instructors (GSIs). GC discussed the potential negative consequences on faculty research productivity, graduate student mentorship, and graduate student success for students who are TAs or GSIs of large classes. GC was especially concerned about potential impacts of increased teaching workload on graduate student progress, including time-to-degree, generation of publications, and presentation at technical meetings. While GC commended CSE for success in running such a popular major, GC agreed that an enrollment management plan is required for the CS major and urged the administration and CSE to work closely on setting reasonable enrollment expectations moving forward.

C. Interim Report of the APC Workgroup on the Future of Doctoral Programs at UC

Graduate Council discussed the Interim Report of the Academic Planning Council Workgroup (APC Workgroup) on the Future of Doctoral Programs at the University of California, and prepared a memo to the Workgroup chairs in response (2/5/24). While GC appreciated that the Interim Report described many of the challenges the UC faces, and the ongoing and potential impacts of those challenges on graduate education, we were disappointed with a lack of specificity, particularly a failure to make actionable recommendations and consider the allocation of resources to achieve critical objectives in graduate education and research. GC also noted that the Workgroup needed to be more realistic in addressing perceptions around UC's need to fund, house, and otherwise support graduate students. UC has been negligent in recent decades in explaining the value of graduate education, including economic and quality-of-life benefits to the State of California, and ways in which graduate student training helps to solve vexing problems that impact communities, ecosystems, and industries. UC requires both short-term and long-term solutions to the challenges UC graduate programs and colleagues are facing across the system, and a real and demonstrated commitment to the graduate enterprise. GC was gratified to learn CCGA incorporated some of our language in their assessment of the Interim Report, and CCGA later heard from Workgroup chairs that our assessment was valued by the Workgroup, in that it helped them to make the case for substantive and impactful changes to policy and budget priorities.

D. Proposed Revision to CAPM 100.500 and Establishment of New CAPM 103.500

GC reviewed a proposal to revise CAPM 100.500, which concerns academic personnel search procedures. The proposal would move and revise sections I and J on Search Waivers and Search Exemptions for Non-Senate Academic Appointees into a new chapter numbered CAPM 103.500. Graduate Council expressed concern about section J, which would afford a Search Exemption to recent UCSC Ph.D. graduates to serve as an Early

Career Lecturer in the Summer Session following their graduation. Specifically, the proposed policy did not call for the candidate to have a faculty mentor, as is the case in GSI appointments. Particularly because some recent Ph.D. graduates lack teaching experience, or section J hires could be assigned to classes that are new to them, GC urged that policy language be modified so that programs would assign a Faculty Mentor for all section J hires. The support and mentoring level might be modest, on average, but it would be best to default to a system by which there is a foundation of close supervision and guidance for young colleagues taking on teaching responsibilities soon after completion of their graduate degrees.

E. *Western Association of Schools and Colleges (WASC) Report*

GC reviewed UC Santa Cruz's draft institutional report for WASC ten-year reaccreditation, scheduled for spring 2025. GC was disappointed with how little the draft said about graduate education, particularly because undergraduate education greatly benefits from a thriving and enriching graduate education and research community. Moreover, the report makes assertions about the aspirational size of the graduate enterprise, which has not been discussed with relevant Senate committees (including GC), nor presented by the administration as institutional goals. While GC acknowledges that there are current and future challenges in graduate student and program funding, major decisions about appropriate program sizes and priorities must be developed thoughtfully and in consultation with the Senate, and presented clearly to the full community. A strong case can be made that UCSC should increase the size of at least some current graduate programs in order to achieve or sustain critical mass, and to raise the performance and reputation of the university, which will be helpful with undergraduate recruiting and sustaining graduate student engagement in the undergraduate education mission. GC was also disappointed that the draft did not discuss clear, well-documented, and actionable recommendations needed to support graduate programs and students, as described in the Implementation Task Force (ITF) report on graduate education (see Section VI.F. below), despite the draft WASC report highlighting other recent planning activities at UCSC.

F. *Reduction of Appointment Request*

GC reviewed a personnel case this year that triggered significant discussion and concern. This was a request by a faculty member to have their appointment reduced from 100% time to 50% time, with the other 50% time being used for non-UCSC activities of interest. GC was especially concerned about how approving this request could negatively impact graduate courses and graduate student and postdoc mentorship. The Memorandum of Understanding (MOU) for this request suggested that there would be no graduate teaching, and it was not clear what problems that might create for the associated graduate degree program. It was also not clearly stated how many graduate students this faculty member supervised as primary advisor, nor how many graduate committees the faculty member would serve on in the future (the accompanying CV did not help to clarify this issue and apparently was not up to date). It was not clear if the faculty member would be expected to serve on half as many graduate committees as peer FTEs with 100% appointments or if, perhaps, the faculty member would serve the same number of students but provide only 50% of the contact or support time. Simply put, it appeared that a 50% reduction in faculty effort might translate to a much larger reduction in effort in support of the graduate enterprise. GC also questioned how affiliated graduate and postdoctoral office and

laboratory spaces would be assigned (perhaps reduced by 50%), as this was not addressed in the MOU. GC noted that requests of this kind have broad resource implications, particularly in times of contracting budgets and faculty provisions being unfilled following separation. GC did not endorse this request, and urges caution in considering requests of this kind in the future.

G. *Graduate Handbook Revisions*

Graduate Division maintains and posts a Graduate Handbook for students and programs, which helps to present selected UCSC (and wider UC) policies in simple language and links additional guidance and best practices that may be helpful in navigating requirements and milestones. Individual departments and programs are expected to develop and maintain their own handbooks, but the Graduate Division handbook provides a foundation of essential information and guidance. Graduate Division's last substantial update to the Graduate Handbook was completed in 2016. In recent years, changes in policies, funding, and the roles of graduate students as represented employees resulted in the Graduate Handbook becoming outdated and, in some cases, contradictory with itself and/or with UCSC or UC policies.

Graduate Division made some suggested edits to the Graduate Handbook and asked GC to comment on these and suggest additional revisions, particularly in areas of GC purview. There was an initial request for GC assistance in making revisions in May 2023, and an additional request was submitted in May 2024. Unfortunately, these requests arrived too late during the academic year for GC to give them necessary consideration, discussion, and consultation, particularly for cases in which Graduate Division was proposing substantive changes to policy, including changes that would require editing of UCSC Policy and Procedures Governing Establishment, Disestablishment, and Change (the APU) and/or Appendix D of the Santa Cruz Division Manual of the Academic Senate.

In responding to the latest Graduate Division request for comments and editing of the Graduate Handbook, GC noted that there are two main categories of review and editing needed: (a) proposed changes to policy, and (b) revisions to language to clarify existing policy and/or suggest best practices. GC suggested that, in the future, all Graduate Handbook modifications that comprise a change to policy for which GC has purview be proposed in writing by the Graduate Division early in fall quarter. This is typically when GC has the best opportunity to consider policy issues. Graduate Division could develop their requests for policy changes in summer, and prepare supporting documentation, so that requests are ready for submission before or soon after GC meets initially in the fall. If proposed changes to the Graduate Handbook would require revision to Appendix D, this would allow time for GC to craft/revise proposed revisions and submit these to the Senate Committee on Rules, Jurisdiction, and Elections (CRJE), confer with the Committee on Planning and Budget (CPB), and take other steps as may be needed.

Graduate Division could subsequently request changes to language in the Graduate Handbook, either as part of changing policy or to clarify existing policies, by the first meeting in winter quarter. This will put these requests in front of GC before the committee begins work on fellowship review, and around the same time as the committee begins program statement review. As with program statements, for which GC can see the prior text and what changes are proposed, GC should be provided with redline text for which

feedback/approval is requested. Depending on the extent of requested/necessary edits, GC may wish to create a subcommittee to focus on this task, bringing selected questions/topics to the full GC for discussion. This schedule and approach will allow sufficient time for discussion and careful revision, including more than one round of edits, if needed to avoid confusion or errors, with decisions before the end of the academic year. This allows time for the updated Graduate Handbook to be posted online before the start of the next academic year.

With regard to the changes Graduate Division proposed to the most recent version of the Graduate Handbook, GC provided numerous suggestions for streamlining, including removal of redundant text and careful use of consistent terminology to describe key policies and requirements. GC noted that other proposed edits should be discussed with GC and submitted as policy change requests, as they have significant implications for graduate students and programs, including minimum course requirements, distinctions between full-time and part-time attendance, the shortening of the time to key milestones, and requirements for programs to request academic probation for students in specific cases. The Graduate Handbook also makes reference to graduate student Mentoring Guidelines, based on a document developed in 2006. This guidelines document should be updated as part of Graduate Division's broader effort to modernize and standardize guidance. There is also a need for GC to consider updating graduate grade policies, as there is ambiguity in current policies as to whether the lowest course grade that can be used to satisfy course requirements (mandatory or elective) is a B or B- (if a program does not have a more stringent requirement).

GC sincerely appreciates Graduate Division efforts to update and clarify this and other valued guidance documents, and looks forward to continued collaboration on this effort in the 2024-25 academic year.

IV.   Delegation Policy

Graduate Council's "Delegations of Authority" document lists routine administrative decisions delegated to the Vice Provost and Dean of Graduate Studies (VPDGS), as well as those decisions delegated to the GC Chair, the Committee on Courses of Instruction (CCI), and the Vice Provost of Academic Affairs (VPAA). The document also states, as established in GC bylaws, that the Council will annually monitor and review its delegations of authority and consult with the VPDGS, who will report annually on 1) the formulation of general procedures established in conformity with the delegations of authority, and 2) redelegations of authority. Graduate Council reviewed its list of currently delegated decisions, with no substantive changes for the current year. The "Graduate Council Delegations of Authority 2023-24: Santa Cruz Division" document was made available on the Academic Senate's public Graduate Council webpage and communicated from GC to the VPDGS, VPAA, and CCI Chair on November 8, 2023.

V.   Guest Policy

GC discussed its guest policy early in the academic year, and enthusiastically agreed to extend a formal invitation to Assistant Dean of Graduate Studies Stephanie Casher to attend Council meetings as a guest for 2023-24 (GC to VPDGS, September 28, 2023).

VI.   VPDGS Consultations

Graduate Council and the Graduate Division formally consult on numerous issues and specific topics throughout the year. Some of these are scheduled when the year begins, and others are added to agendas based on matters arising and in need of resolution. To facilitate communication and review of key issues, GC maintains a standing consultation calendar with the Vice Provost and Dean of Graduate Studies, produced collaboratively during the summer. This year's consultation topics, many of which are anticipated to occur annually, focused on the following:

A. *State of Graduate Education Overview*
At their initial consultation, Graduate Council welcomed VPDGS Peter Biehl, who provided briefing on these topics:
   a. The structure and goals of the Graduate Division for the current year, including key priorities.
   b. An update on graduate applications and enrollment for the last five years, including a breakdown by race/ethnicity and nationality.

B. *Review of Block Allocation Formula and How Programs Use Block Funds*
This annual consultation focuses on an orientation on the block allocation formula. GC specifically asked the VPDGS to discuss what the Graduate Division interprets as intended and appropriate uses of block funds by programs.

C. *Academic Integrity Cases*
The VPDGS reports annually to GC on any academic integrity cases at the graduate level from the previous year. This year, GC also asked the VPDGS to share any concerns for this academic year related to academic integrity and the Graduate Division's perspective on those concerns. The Council also reviewed the Delegations of Authority with VPDGS Biehl at this consultation.

D. *Graduate Fellowships*
Graduate Council consults annually with the VPDGS concerning processes and outcomes for the Dissertation Year Fellowships (DYF) and Cota-Robles (CR) Fellowships awarded in the most recent cycle, and to discuss the calls for the fellowships' upcoming cycles. In 2016, GC delegated DYF review to the divisions, and this continues at present. The VPDGS annually collects data on the divisional review and evaluation process for the DYF, and this information is reviewed by GC along with the annual reporting of awards and outcomes data for both fellowships.

As part of the CR consultation this year, GC reviewed the fellowship timeline for 2023-24 and the rubric used by GC to assess nominations in 2022-23, then discussed the process by which GC would conduct their reviews this year. Following the consultation, GC revised the CR Fellowship rubric for the 2024 review cycle and worked with the Graduate Division to update the annual call to ensure that language describing review was consistent with the rubric.

Next year, GC would like to incorporate data on the UC-Hispanic Serving Institutions Doctoral Diversity Initiative (HSI-DDI) President's Pre-Professoriate Fellowships into this consultation. In addition, GC suggests that Graduate Division prepare an annual Fellowship

Coordination memo (essentially an MOU), that clearly defines roles and expectations for handling the CR and HSI-DDI materials, in advance of this consultation. There was confusion this year as to what information Graduate Division wanted from GC as part of GC's CR Fellowship review, which caused additional (unnecessary) work and angst. GC would like to collaborate with Graduate Division to clarify and smooth this process going forward, and having a clear and detailed written agreement as to process and goals ahead of the review cycle will benefit all involved.

E. *Graduate Student Handbook*

Last year, GC received a proposed update to the Graduate Division's graduate student handbook, but it arrived too late for GC to review and offer recommendations during the academic year. Instead, Chair Fisher edited the updated handbook during summer 2023 with plans for GC to revisit additional proposed changes in 2023-24. In service of this review, Graduate Council consulted with VPDGS Biehl and Assistant Dean Casher in early winter quarter to learn Graduate Division's plans for revision and how GC might contribute to that effort, including the nature of the feedback desired, the preferred date for completion of GC's response, and anything else deemed pertinent on this topic. During the consultation, Chair Fisher requested that the proposed changes be submitted to GC for review early in spring quarter. The proposed revisions were submitted to GC later in spring, and there was only time for discussion at the final GC meeting of the year. As noted in Section III.G. above, GC requests a revision to the schedule for periodic collaboration on the Graduate Handbook, with requests for major policy changes to be proposed by Graduate Division in early fall quarter, and changes to presentation (wording) submitted in early winter quarter.

F. *ITF Report*

In March 2023, the Implementation Task Force for Inclusive Excellence in Graduate Education (ITF) produced a report offering a roadmap for reimagining how graduate students and programs can thrive at UC Santa Cruz, including detailed and targeted recommendations to improve student success and well being. The 2022-23 GC supported the recommendations put forward in the ITF Final Report[7] and encouraged swift action. Endorsement was also solicited and received from the Chancellor and Campus Provost and Executive Vice Chancellor (CP/EVC) at the spring 2023 Senate meeting. This year, GC consulted with the VPDGS to learn about and discuss progress and plans for implementing recommendations from the ITF report, and to see how GC can contribute to these efforts. While GC was hopeful that several of the recommendations from the report would be implemented this year, progress was limited.

GC urges that the ITF report and its recommendations be used as a guide going forward—this is especially important since other planning documents (which often focus on broader sets of topics and/or principles rather than actionable steps) tend to be much less specific. Also, the ITF report and recommendations were crafted through a multi-year process that included quantitative analysis of more than a decade of data from across the campus, demonstrating key factors and actions that reduce attrition and time to degree. Please see

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[7] https://graddiv.ucsc.edu/about/reports/itf-final-report.pdf

the May 2023 GC memo that accompanied release of the report for guidance as to why the ITF report and recommendations remain timely and important.[8]

G. Graduate Admissions Report

This annual consultation includes a report on graduate admissions for this cycle, including applications, admissions, and acceptances. GC also requested data by race/ethnicity, gender, and international status, as well as data presented by division.

VII.   Additional Consultations

Graduate Council also consulted with Karen Nielson, Director of the Disability Resource Center (DRC); Amanda Rysling, Chair of the Committee on Courses of Instruction (CCI); and Kalin McGraw, Associate Registrar. The GC Chair was also invited to consult with the Committee on Planning and Budget (CPB), and met repeatedly with the chairs of CCI and the Committee on Educational Policy (CEP) to discuss the course review process, particularly for online and hybrid modalities. The GC Chair also met informally with department/program chairs, deans, and staff to aid with completion of key tasks involving program review, suspension of admissions, and other administrative matters.

A.   DRC Director Nielson

At its March 7, 2024 meeting, GC and Disability Resource Center (DRC) Director Karen Nielson discussed the DRC's work with graduate students and programs. GC asked Director Nielson to provide information to help GC understand how the DRC interacts with graduate students and programs, including statistics for the current year—by degree type (Ph.D., M.S./M.A., M.F.A.)—concerning the numbers and percentage of graduate students seeking and receiving accommodations, and the kinds of accommodations that are most common. GC also asked about time-to-degree information for graduate students who work with the DRC to secure accommodations, and DRC staffing levels for support of graduate students and programs.

Some of this information was provided as part of the GC consultation, and GC followed up to request additional information for consideration by the committee (that additional information is still pending). Time-to-degree data for graduate students with accommodations would be particularly useful information, and GC should request this data in a 2024-25 consultation with the DRC Director.

GC learned during the consultation that one DRC Specialist supports all graduate student accommodation requests, in addition to supporting hundreds of undergraduates, with a caseload of over 400 students in total. This workload is well beyond standards of professional practice, and likely underserves graduate students and programs. GC should follow up with the DRC Director in 2024-25 to see if caseloads are more reasonably balanced with professional staff capacity.

GC also noted that graduate student accommodations that extend time-to-degree do not come with additional institutional financial support, and we are not aware of any fellowship

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[8] https://senate.ucsc.edu/senate-meetings/agendas-minutes/2022-2023/2023-may24-senate-meeting/graduatecouncil_re-itf-report_230504_scp2060.pdf

or GSR support mechanism that provides resources to fund accommodations of this kind. This is a challenging issue that UCSC must address if we are to be realistic about disability accommodations. GC highlighted these DRC caseload and time-to-degree funding concerns as part of their review of the January 2024 "Transforming Culture and Practice: serving students with disabilities at the University of California" report in a memo sent to Senate Chair Gallagher on April 8, 2024.

B. *CCI Chair Rysling*

On May 30, 2024, Graduate Council consulted with CCI Chair Amanda Rysling. CCI Chair Rysling and Analyst Morgan Gardea requested GC feedback on CCI's proposed revisions to course modality questions, intended to replace questions used previously as part of Senate review of new course proposals. Chair Rysling provided CCI's working document for GC review ahead of the consultation, which formed the basis for discussion. GC followed up with Chair Rysling on June 6 to suggest minor edits to the proposed course modality questions, and sincerely appreciates the thoughtful and detailed work CCI has done to improve the course review process.

C. *Associate Registrar McGraw*

On November 30, 2023, Graduate Council consulted with Associate Registrar Kalin McGraw. The purpose of this consultation was to inform GC members about the program statement review process, and to introduce them to the document management system we would use extensively for the rest of the year (CAT). Chair Fisher began by explaining Council's plenary authority and the need for careful, annual review of program statements, then provided examples to help illustrate the process. Associate Registrar McGraw walked members through the CAT system and the process by which program statements are managed. This introduction to program statement review helped to smooth this year's review process, and it is recommended that GC consult with the Associate Registrar annually, as part of preparation to begin reviews.

In addition, GC would like to acknowledge and thank Associate Registrar McGraw and her colleagues, who worked with GC last year to advance the schedule for submission of program statement materials by about one month, so that materials are now submitted to divisions in early November, and released to the Senate in mid-November. As a result of this shift in the schedule, GC was able to plan and stage reviews using essentially all of winter and spring quarters, with review assignments to GC members that balanced workload and expertise. This allowed GC to begin program statement review in January, generally scheduling 4-6 sets of documents for review and discussion at each subsequent GC meeting, until the vast majority were completed and submitted to the Registrar by mid-May. There were a few additional documents that required work into June, but in general, the process went smoothly and remained on schedule. In addition, the Office of the Registrar staff remained patient and helpful throughout the process, providing the GC Analyst and members with advice as needed to answer specific questions and move swiftly through the programs and documents.

VIII. Faculty FTE Recruitment Requests

Prior to the last several academic years, Graduate Council reviewed decanal faculty recruitment requests and provided feedback to the CP/EVC (and implicitly to deans and others). More recently,

GC has opted out of full committee review of the FTE requests. This decision was made with the recognition that GC opinions do little to influence which FTE are ultimately authorized. In addition, detailed review of decanal FTE requests requires considerable time and effort, diverting GC from other critical issues. However, the decanal FTE requests were included in GC agendas as informational items and the committee is able to discuss them and the review process if this seems worthwhile. In addition, the Graduate Council Chair (or another GC representative) participates in decanal consultations held by the Committee on Planning and Budget (CPB), along with the chair of the Committee on Educational Policy (CEP), then reports back to GC at subsequent meetings. The GC Chair also participates in CPB's annual FTE review consultation with the chairs of GC and CEP, to review the full process and provide feedback on faculty hiring and implications for graduate education.

IX.   Regular Committee Business

A. New Degree Proposals
Graduate Council did not review any new degree proposals this year.

B. New Non-Degree Proposals
Non-degree proposals include Designated Emphases (DEs), Five-Year Contiguous Bachelor's/Master's paths (4+1s) (in departments/programs that already have a separate Master's degree), En Route Master's degrees (in departments/programs that already have a standalone Master's that aligns with the proposed en route degree), and non-SR 735 certificates. In 2023-24, Graduate Council reviewed and approved a Five-Year Contiguous Bachelor's/Master's Pathway for Literature/Education M.A./C, effective fall 2024. Council also reviewed and approved two en route Master's degrees: Music M.A. en route to the Music D.M.A., and Ocean Sciences M.S. en route to Ocean Sciences Ph.D.

C. Suspensions
Graduate Council approved suspensions of admissions for three graduate programs this year. GC extended the ongoing suspension of DANM admissions for a final year. GC expects DANM to reopen applications for admission beginning in fall 2025 for students starting in fall 2026, once a change of administrative home is approved. GC approved a last-minute request from Feminist Studies to suspend their Ph.D. admissions this year, then subsequently approved a request to extend this suspension through the next cycle (2024-25 applications for 2025 admission). Similarly, GC approved a request to suspend admissions for the Games and Playable Media (GPM) M.S. this year, and subsequently approved a request for an additional year of suspended admissions into next year. The current state and potential future of these programs are discussed in Section II.

D. Reinstatements
Graduate Council reviewed and approved a proposal from the History Department to end its suspension of the History M.A. and reopen admissions for matriculation in fall 2026.

E. Professional Degree Supplemental Tuition (PDST)
At the request of the VPAA, Graduate Council reviewed reports and assessed proposed fee levels for the renewal of the Human Computer Interaction (HCI) M.S. Professional Degree Supplemental Tuition.

F. External Reviews

Graduate Council annually participates in department and graduate program external reviews. During 2023-24, GC reviewed department/program self-studies and subsequently submitted questions to supplement the charge for upcoming reviews for: Applied Mathematics, Art, Astronomy & Astrophysics, Biomolecular Engineering, Economics, History, Politics, Sociology, and Film and Digital Media. GC also prepared responses to department/program External Review Committee (ERC) reports and department/program and dean responses as preparation for closure meetings for Education; Molecular, Cell, and Developmental Biology; Music; and Statistics. GC reviewed mid-cycle reports and made recommendations on the length of review cycle for Electrical & Computer Engineering; Performance, Play, and Design; Critical Race & Ethnic Studies; and Anthropology.

Unfortunately, several scheduled self-studies were not submitted on time or were not completed in 2023-24, resulting in some of these reviews being pushed back to the next academic year. Similarly, department and dean responses to ERC reports have been seriously delayed for multiple departments/programs. Departmental responses to ERC reports are expected to be submitted within four weeks following receipt of the ERC report, and the dean's response is due two weeks after that. When these responses are delayed, GC is not able to review the ERC reports and these materials in preparation for closure meetings (several of which were supposed to be held in 2023-24 and have now been pushed back to 2024-25). Several mid-cycle reviews were also late. During the 2023-24 academic year, external or mid-cycle reviews and closure meetings were deferred to 2024-25 for the following graduate programs: Earth and Planetary Sciences, Ocean Sciences, Computer Science & Engineering, Ecology & Evolutionary Biology, and Environmental Studies.

In response to these delays, Graduate Council sent a joint correspondence with CPB and CEP to the deans explaining that late external review materials may result in the Senate deferring committee reviews to the following academic year. Additionally, these delays will result in Senate committees being unable to schedule other (intended) reviews, and the backlog could build up over time if there are additional delays in submission of materials, as seems to be increasingly common. Going forward, GC and other Senate committees may delay review and response to other departmental requests in cases where external review materials are outstanding (absent an approved extension).

G. Program Statement Review

Graduate Council reviewed graduate program statements for the 2024-25 catalog copy in teams of two members, with support from the Analyst and Chair. This remains an important, yet time-consuming and challenging process, requiring significant time and effort from the full committee. The GC Chair and Analyst also exert significant effort around program statement review outside of meeting preparation. As noted in Section VII.C., this was the first year that CEP and GC, in collaboration with the Office of the Registrar, adjusted the program statement due dates to November 5 to the Division, and November 15 to the Senate, to better align the timing of committee reviews with other work and deadlines. This new timeline worked well for GC, as the Analyst and Chair were able to prepare and stage reviews during fall quarter, then begin detailed work at the first meeting of winter.

That said, there were frustrating challenges with completing program statement reviews for many programs. Most common was the omission of a cover letter detailing (a) what text was changed, and (b) an explanation as to why changes were needed. Many programs did not submit cover letters, or the letters that were submitted were incomplete. For the former case, GC returned those program statements unreviewed, with a request that programs prepare a suitable cover letter and resubmit. In cases of incomplete letters, GC members and the Analyst often spent considerable time trying to deduce what changes had been made and why, generally resulting in a request for revision that included a more complete explanation. In an extreme case of the opposite problem, one program submitted an unnecessarily lengthy and detailed cover letter that highlighted and justified each change in punctuation and wording.

There were also delays in program statement review for some new programs because pages were missing from the CAT system, submitted program statements did not align with the catalog copy in program proposals approved by GC, new courses were late being submitted to CCI (these should be submitted in fall), or submissions were delayed for other reasons (sometimes because of program/department staffing shortages). The first three issues have been addressed in the memo on the Program Statement Review Process for 2025-26 General Catalog, which was sent to Course Sponsoring Agencies by the Office of the Registrar on August 5.

H. *Graduate Student Instructor Requests*

Graduate Council delegates to the GC Chair review and approval of GSI requests (which GC reviews for GSIs teaching graduate courses specifically). The systemwide University Committee on Educational Policy (UCEP) and the Coordinating Committee on Graduate Affairs (CCGA) have taken the position that graduate students should not take on an instructional role for which they can influence the grade of another graduate student's performance, unless faculty oversight of the assessment process is sufficient to prevent any semblance of a conflict of interest. In practice, it is common for GC to approve GSI requests for graduate courses that focus on TA training, and applicants this year were especially qualified and well-prepared to take on this important role. In 2023-24, GC reviewed and approved twenty GSI requests from: Astronomy & Astrophysics, Computational Media, Earth & Planetary Science, Ecology & Evolutionary Biology, Economics, Education, Environmental Studies, Film & Digital Media, History of Consciousness, Literature, Music, Philosophy, Physics, Politics, and Sociology. The GC Chair notes that, although reviews of GSI requests are done on a rolling basis, it becomes difficult to respond quickly late in the academic year. It is in departments' best interests to submit GSI requests several quarters ahead of planned hiring, in accordance with posted GC deadlines, to assure a timely response.

I. *Fellowship Review*

Graduate Council reviewed nominations for two graduate fellowships this year, the Cota-Robles Fellowship and the UC HSI-DDI President's Pre-Professoriate Fellowship. The review process is both rewarding and time-consuming for GC members, who complete much of this work outside of regular GC meetings and meeting preparation, and for colleagues in Graduate Division, who guide the process, prepare review materials, and (for the Cota-Robles program) select fellows following GC recommendations. Fellowship

review occurs during winter quarter, but work on this process begins in fall quarter, when GC works with Graduate Division to review timelines, language in the calls, rubrics used for evaluation, and the basis by which nominations will be assessed.

GC has one major request to smooth and clarify the fellowship review process going forward: we ask that Graduate Division prepare and submit to GC an annual "Fellowship Coordination memo," early in fall quarter, that clearly defines GC and Graduate Division roles and responsibilities, and lists both key steps and desired outcomes for the multiple fellowship review processes (see Section VI.D.). This submission should be followed by consultation and discussion among Graduate Division personnel and GC, allowing the fellowship review process to be finalized for the coming year, well ahead of beginning reviews. This will take a modest effort the first time, and will be simpler going forward, as roles and responsibilities are clarified and updated.

There was particular confusion this year as to what information Graduate Division expected GC to provide as part of Cota-Robles review, particularly who was to select the awardees and whether there were desired goals for the outcome (e.g., distribution among divisions and/or between departments/programs, and whether these would be assessed each year or based on results over multiple years). There will never be an outcome that satisfies all parts of the UCSC community, but if Graduate Division and GC will define and agree to goals and expectations ahead of time, we can work more collaboratively and effectively.

a. Cota-Robles Fellowship

GC continued work this year, in collaboration with Graduate Division, to streamline and clarify the process by which Cota-Robles Fellowship nominations from departments and programs would be assessed, and a subset of these nominees were selected to receive fellowship offers. As in past years, while GC reviewed and rated the nominations, Graduate Division selected the nominees to whom a Cota-Robles Fellowship was to be offered.

GC reviewed a draft of the Cota-Robles Fellowship call, prepared by Graduate Division, to make sure that the basis for selection of nominees was consistent with the language in the rubric to be used for review of the files. This provided an opportunity for GC to discuss the rubric and how it would be applied, and to make adjustments in how different categories of achievement were to be assessed and weighted. This is especially important because GC membership changes each year, and many are not familiar with the review process and its nuances.

A GC subcommittee of six members was selected, with representation across the divisions (as best as possible, given GC's membership). GC members who did not participate in Cota-Robles review were assigned to conduct UC HSI-DDI President's Pre-Professoriate Fellowships review (discussed below). Once the Cota-Robles nominations were submitted by programs, Graduate Division staff prepared a spreadsheet listing all of the nominees, with hyperlinks to files in the Slate system and dropdown selection options for the main categories of assessment: academic achievement, contributions to diversity, and program and faculty mentoring/support. This workflow, which was developed initially for review in the 2022-23 academic year, greatly smoothed the review process.

All nomination files were reviewed by three GC members, assigned by Graduate Division to avoid conflict of interest with individual departments/programs. Once the spreadsheet was released, GC subcommittee members quickly evaluated and compared results for a subset of nominees to test application of the rubric, compared and adjusted results, then completed evaluation of the remaining files. The time window available for review was short, but this is a consequence of the timing and nature of the admissions cycle—departments and programs need time to assess all applications in order to select and nominate fellows, and decisions are needed quickly so that UCSC remains competitive for attracting these outstanding young scholars.

For the second year, GC released a memo after the cycle was complete, describing the Cota-Robles nomination and review process. We think this is an important step for maintaining transparency and for helping programs and faculty learn how to prepare better nomination packages and develop better mentoring plans. GC does not provide feedback on individual files, but this memo lists common shortcomings in nomination files and explains in some detail how the rubric was applied. We urge future GCs to consider preparing and distributing this type of memo. We also urge the Graduate Division to not release individual nomination "ratings" as developed by GC during review, as this would serve no useful purpose and would cause confusion and consternation for programs (as it has in the past).

b. **UC HSI-DDI President's Pre-Professoriate Fellowship**
This was the second cycle in which Graduate Council had the opportunity to review applications for the UC HSI-DDI President's Pre-Professoriate Fellowship. Three campus awards were available, and sixteen applications were reviewed. Candidates represented all of the academic divisions except for Baskin Engineering. This represents a significant increase in applications, as last year's Council reviewed only eight applications from three divisions.

A review subcommittee of three GC members considered all of the eligible files using the rubric described in the call for applications, assigning scores in three key areas: student excellence and demonstrated research achievements; potential as an exceptional academic pursuing a professoriate career; and advancing inclusion, equity, and diversity. The review subcommittee noted that, once again, this year's applicant pool was very strong. As such, after the review subcommittee decided on three awardees, they urged Graduate Division to award an Honorable Mention to two additional applicants.

X.   Local and Systemwide Issue Review

In addition to the issues discussed in earlier sections of the report, GC reviewed and commented on the following issues and/or policies:

- TIM Program External Review Deferral Request (November 2023)
- CCI Undergraduate Teaching Assistant Approval Policy (April 2024)
- Five-Year Perspectives – 2024 to 2028-29 (April 2024)

- April 19, 2024 Memo From the Chairs of the APC Workgroup on the Future of UC Doctoral Education (May 2024)
- Divisional Review: Classroom and Modalities Advisory Committee Year One Report (May 2024)
- Faculty FTE Transfer Requests (n=5) (May 2024, June 2024)
- Graduate Program Name Change for Earth and Planetary Sciences (June 2024)

XI.   Suggested Priorities and Ongoing Issues for GC in 2024-25

As always, there will be numerous important issues for GC to address in the coming year, including some that are routine or expected, and others that can't be anticipated. In the rest of this section, we list some issues and topics that would benefit from GC attention in the 2024-25 academic year, separated into two main categories: (a) matters of policy and/or topics that require short-term attention, and (b) regular and repeating issues and other work that will require GC effort year after year. Some of the items below are carried over from the 2022-23 GC annual report, or from earlier reports, and others have come to GC's attention more recently.

A. *Matters of Policy and/or Short-term Topics of Interest to GC*
- Follow up with Graduate Division and the administration to advance implementation of recommendations from the Implementation Task Force report.
- Monitor and comment on negotiations (and any protests that may develop) during consideration of the next round of graduate student contracts, covering teaching assistants, graduate student researchers, and other job titles.
- Follow up with programs that have suspended graduate admissions in 2024-25 (DANM M.F.A., Feminist Studies Ph.D., and Games and Playable Media M.S.).
- Work with Graduate Division to define the scope and goals of GC participation in fellowship review, including use of a Fellowship Coordination Memo (essentially an MOU) to clearly state roles and priorities.
- Work with Graduate Division to refine matters of policy, scope, and language in the Graduate Handbook, and establish a schedule and work plan for managing this process moving forward.
- Refine and clarify UCSC policy as to whether B- grades in graduate courses can satisfy requirements, as a default, then propose associated updates to Appendix D (perhaps along with other policy changes requested by Graduate Division associated with modifications to the Graduate Handbook, assuming such changes are approved by GC).
- Work with CCI to develop a plan for alignment of 281 courses with standard numbers of credits based on anticipated hourly workload.
- Continue work with CCI and CEP on clarifying and simplifying the course proposal and review process, particularly for online and hybrid courses.
- Follow up with COT on use of SETS for graduate courses.
- Finish development of a template for department/program Graduate Handbooks, and post with guidance for use of the template on the GC website.
- Develop a policy on graduate student catalog rights, using CEP's Students' Catalog Rights policy as an example.[9]

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[9] https://senate.ucsc.edu/committees/cep-committee-on-educational-policy/policies-guidelines/cep-policy-on-students-catalog-rights-0108201.pdf

B. Regular and/or Repeating Issues of Concern and Oversight

- Provide guidance to programs on creation of new degrees and pathways to existing degrees, and application of related UC and UCSC policies.
- Support efforts to develop innovative graduate courses and/or programs that could help to improve academic and financial conditions, including outstanding online options, self-supporting programs, and/or combined degrees with other institutions.
- Participate in fellowship review for Cota-Robles and UC HSI-DDI President's Pre-Professoriate programs, and maintain oversight of the DYF Fellowship program.
- Complete program statement review and contribute to external reviews of graduate programs.
- Keep track of proposals from CSUs to develop doctoral degrees in specific areas, looking for potential overlap with UCSC doctoral/Ph.D. programs.
- Consult with the Disability Resource Center on graduate student needs, and follow-up on issues raised during previous consultations.
- Collaborate with the VPDGS and colleagues in Graduate Studies on issues related to graduate education, including aspects of student success, increasing funding for fellowship and GSR support related to student academic goals, assuring that graduate students are paid on time (no matter what the source), and that transitions between work as a GSR, TA, and other positions are smooth and seamless for students.
- Develop UC Santa Cruz policy on remote participation on QE committees.
- Follow up on Chairs Fisher and Saltikov's memo to the Committee on Committees assessing GC workload and advocating for compensation for regular members (perhaps in association with two years of continuous GC service).

Respectfully submitted,

GRADUATE COUNCIL

Pranav Anand
Jennifer Kelly   Kendall Grady, GSA Representative
Bruce Kiesling *(F, W)*   Alexyss McClellan Ufugusuku, GSA Representative
Natalia Lazzati   Somreeta Paul, GSA Representative
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John Musacchio
Laurie Palmer *(W, S)*
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Peter Biehl, *ex officio*, Vice Provost and Dean of Graduate Studies
Andrew T. Fisher, *Chair*

August 31, 2024

Appendix I

Graduate Council Guidance on Developing Syllabi for "299" Courses

UC Santa Cruz graduate students take Independent Study and Thesis Research (a.k.a. "299") courses as they work towards academic goals in producing scholarly work. Graduate Council (GC) encourages faculty mentors and mentees to set quarterly quantitative and/or qualitative goals for academic and research progress, in writing, to help clarify expectations and set priorities. Goals in 299 courses should be developed to help students make timely progress towards their degrees, whether or not they are employed or otherwise supported financially as part of their academic work (i.e. as a GSR, TA, graduate fellow, etc.). Quarterly goals should be ambitious and reasonable, taking into account the aggregate of obligations that a student may have, including employment that may be distinct from their academic studies. In addition to helping manage expectations and goals quarter by quarter, 299 syllabi can assist with annual evaluation and reporting of graduate student progress.

GC recognizes that research and scholarly work advances unevenly at times, and varies considerably across disciplines and from quarter to quarter. The crafting of a syllabus for a 299 course should allow for this variability, maintaining flexibility and preserving the autonomy of faculty mentors in guiding student research as best fits the discipline and circumstances. A well-crafted syllabus will allow for delays and changes in plans, new creative approaches, and mistakes that are commonly part of rigorous research and scholarly activities. Good communication, including regular meetings, is important to help assure research progress. Quarterly progress could include production of ideas, analyses, samples, data, reports, papers, or other materials, eventually including thesis/dissertation chapters or other products that lead to completion of a graduate program and awarding of a degree.

GC encourages that graduate departments, programs, and mentors develop and use a simple syllabus to aid in clarifying 299 course expectations. An example template follows this statement—please adapt and modify as appropriate.

When developing a 299 syllabus, please consider including these topics (and others that may be applicable):

- timing and duration of expected interactions between faculty and students (office hours, individual meetings, reading groups, etc.)
- participation in lab or group activities (including presentations at lab or group meetings)
- anticipated academic outputs stemming from research in lab, field, archive, or other environments
- development of data analyses, scholarly activities, or progress in writing
- participation in scholarly events such as presentations at seminars, conferences, workshops quality of scholarly or creative works

Last revised: November 28, 2023

Syllabus for Independent Study/Thesis Research 29X
(Please modify to align with student, mentor and/or program needs)

Professor:
Student:

Objective:
Overview of plans to make academic progress towards the completion of [Graduate Degree].

Mentor/Mentee meetings:

	Bi-weekly
	Weekly
	Every other week
	Monthly
	Other (SPECIFY)

Expectations:
SPECIFY (The expectations vary with the department/area of research/year in the program. For example, at the end of the second year of the Ph.D. in XXX, students must present a research paper. During the third year, they take the XXX exam. Expectations aligned with program objectives are encouraged.)

Hours/Schedule:
(Hours should match the credits received, with a rough conversion of 3 hours effort for each unit of credit).

Grading:
Independent Study/Thesis Research courses are generally taken:
S = Satisfactory
U = Unsatisfactory

Last revised: November 28, 2023

Appendix II

**Graduate Council Guidance on Adding an En Route Master's Degree to an Existing
Doctoral Degree in a Program with an Approved (Terminal) Master's Degree**
Last updated: February 20, 2024

Background

UC Santa Cruz's Graduate Council (GC) prepared this document in response to multiple requests in the last year by graduate programs that offered a Ph.D. or Doctorate (herein referred to as "Ph.D." to simplify discussion) and a terminal Master's degree with the same name and wanted to add an en route Master's (MA or MS) degree to the Ph.D. In this case, the en route Master's degree is a non-terminal degree, awarded upon completion of a course plan that meets all minimum requirements, as defined in **Appendix D of the UC Santa Cruz Division Manual**.

Many Ph.D. programs at UCSC already offer an en route Master's degree, which satisfies the same minimum requirements as any other UC Master's degree program, including:

• Completing required coursework, often the same as that associated with the coordinating Ph.D. program.

• Satisfying a Plan II capstone requirement by passing a qualifying exam, advancing to candidacy, and/or submitting and having approved some kind of project report or other product.

Assuming that a Ph.D. program already offers a Master's degree with the same program name, proposing to add an en route Master's degree would comprise a "non-degree proposal" as defined by UCSC's **Academic Programs and Units (APU) policy guide**, because the degree already exists,—the proposal would be to add a new pathway to the degree. The APU guide notes that approval under these conditions lies with GC. The Divisional Dean will be asked to comment on resource needs (which should be minimal), and the VPAA may provide comments to GC on the proposal. **Requirements and other information are listed on the following page.**

If a Ph.D. program wished to offer an en route Master's degree but did not already have an approved (terminal) Master's degree, the program would have to prepare a full degree proposal. This is described in the **APU policy guide**, Appendix B, which includes a detailed proposal template. In this case, the proposal would undergo UCSC campus review followed by evaluation (potentially including external review) by the UC-wide Coordinating Committee on Graduate Affairs (CCGA), as per instructions in the **CCGA Handbook**. New degree proposals should be submitted to the VPAA's office to begin the review process.

Instructions

A Ph.D. or Doctoral program that also offers a terminal Master's degree with the same name may request to add an en route (non-terminal) Master's degree by preparing and submitting these materials to Graduate Council (GC). Please assemble these elements in a single PDF file and submit it to gc@ucsc.edu with the VPAA's office cc'd. Please reach out to gc@ucsc.edu with questions.

The complete proposal package, submitted to GC and the VPAA, should contain these elements:

(1) The Department Chair or Program Director (as appropriate) should write a cover letter addressed to Graduate Council, briefly describing the proposed modifications to the Ph.D. program and explaining the need/benefits of adding an en route Master's degree.

(2) The Dean of the Division/School should endorse the request and comment on associated resource needs, if any, based on start-up and steady state operation of the en route master's program. If resource needs are identified, GC will ask that the proposal be reviewed by the UCSC Committee on Planning and Budget.

(3) The Department or Program must document proposed changes to the appropriate Program Statement and catalog pages that will require modification in order to offer the en route Master's degree. These should show (a) the current program statement pages, as approved during the last cycle of review by GC, with redline/mark-up that shows modifications, and (b) a clean copy of the proposed revised Program Statement pages. The revised Program Statement and catalog pages should clearly state the requirements and anticipated timing for the en-route master's degree, and note that this is to be a *non-terminal* degree.

Notes on preparing draft (edited) program statements:
• Preparing modified Program Statement pages as part of this application process will simplify GC review and speed the process of launching the new degree route, assuming it is approved.
• Please do not submit changes to Program Statement pages in CAT until the en route Master's degree proposal is approved.
• Please note that the proposed changes to add an en route Master's degree should not result in changes to the doctoral degree program, or else the latter would require separate approval from GC (most likely as part of the annual Program Statement review process).

(4) A narrative proposal should discuss the issues highlighted by items (1) to (3), and should also contain the following information:

A. Explain how the proposed en route Master's degree meets all requirements for Master's degrees listed in Appendix D of the Santa Cruz Division Manual, including the number and kinds of units required and whether this is to be a thesis (Plan I) or capstone (Plan II) degree. In either case, this en route Master's degree is a non-terminal degree.
B. Describe the expected impact on time to degree for doctoral students, if any.
C. Describe the expected impact on the quality of the doctoral program, if any.
D. Describe expected changes to outcomes for doctoral students, including anticipated employment prospects.
E. Describe expected impact on recruitment of doctoral students.
F. Explain if and how current doctoral students may be permitted to take advantage of the new en route Master's option. Please explain the process for these students, and for new graduate students, if the processes are different.
G. Provide information on a faculty vote for the en route Master's degree, including:
    Total number of eligible faculty:
    Total number of voting faculty:
    Final vote:
        Support:
        Oppose:
        Abstain:
    Date of vote:

Appendix III

SANTA CRUZ: OFFICE OF THE ACADEMIC SENATE

May 24, 2024

GRADUATE PROGRAM DIRECTORS
GRADUATE ADVISORS

Re: April 19, 2024 Memo From the Chairs of the APC Workgroup on the Future of UC Doctoral Education

Dear Colleagues,

At its May 2, 2024 meeting, Graduate Council (GC) discussed the memo released by the chairs of the APC Workgroup on the Future of UC Doctoral Education, titled, "Expectations for non-graded academic effort in Ph.D. and MFA programs." This memo was prepared in an effort to clarify the authority and responsibility of UC faculty in assessing graduate student progress. We agree with much of what was presented in this APC Workgroup memo, but found that some of the language was open to misinterpretation, particularly if interpreted narrowly or taken out of context. This is concerning to GC because there remains a lot of confusion around graduate student assessment, academic progress, and related topics, particularly because graduate students may take on a variety of academic and/or paid roles during their time at UCSC.

While it might seem as if past and future contract negotiations have the potential to change relationships between faculty mentors/advisors and their students, GC wishes to assure UCSC faculty that these critical relations *have not and will not* be changed:

- UC faculty authority for oversight and assessment of academic progress is infrangible and applies whether or not a graduate student is supported with a fellowship; whether or not a graduate student is employed as a researcher, teaching assistant, or in any other capacity; and/or whether or not a graduate student is enrolled in a traditional or independent study course.

- UC faculty oversee and have plenary authority over all graduate programs, degrees, and courses, and are responsible for setting disciplinary and interdisciplinary standards and assessing the academic progress of students they advise.
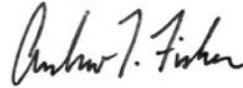
Academic activities, mentoring, and assessments are developed and implemented for the benefit of graduate students, in their pursuit of advanced degrees, by helping to assure that students remain on track and on schedule, have clear goals and expectations, and establish themselves as experts and professional leaders in their chosen fields. Mentoring, collaboration, and creative discovery may occur through a wide variety of activities and methods, on the basis of both formal and informal interactions. We must avoid being distracted by ways in which graduate student financial support and employment may vary over time.

Graduate students, education, and research/creative activity are critical to our academic and professional missions. This is one of reasons why many faculty work so hard on behalf of our graduate student colleagues, including efforts to support them financially. It would be ideal if there were sufficient funding so that all UC graduate students could be financially supported throughout their academic careers, but we should be clear that financial support and work status

make no difference for assessing academic progress. We know that having more financial support would help to improve graduate student outcomes (data and analyses shown in the ITF report demonstrate this), and we will continue to work strenuously to improve financial conditions for all of our students. Academic goals and schedules were developed and are applied independent of student funding and/or paid work, and we should not conflate or entangle one with the other.

Sincerely,

Andrew T. Fisher, Chair
Graduate Council

cc: Cynthia Larive, Chancellor
        Lori Kletzer, Campus Provost and Executive Vice Chancellor
        Jasmine Alinder, Dean, Humanities
        Bryan Gaensler, Dean, Physical & Biological Sciences
        Katharyne Mitchell, Dean, Social Sciences
        Celine Parreñas Shimizu, Dean, Arts
        Alexander Wolf, Dean, Baskin School of Engineering
        Assistant Deans
        Peter Biehl, Vice Provost and Dean of Graduate Studies
        Stephanie Casher, Assistant Dean, Graduate Division
        Herbie Lee, Vice Provost of Academic Affairs
        Patty Gallagher, Chair, Academic Senate
        Matthew Mednick, Executive Director, Academic Senate
        Susannah Scott, Co-Chair, APC Workgroup on Future of Doctoral Programs at UC
        Gillian Hayes, Co-Chair, APC Workgroup on Future of Doctoral Programs at UC
        Dean Tantillo, Chair, Coordinating Committee on Graduate Affairs

Appendix IV

SANTA CRUZ: OFFICE OF THE ACADEMIC SENATE

May 20, 2024

DIVISIONAL DEANS
DEPARTMENT CHAIRS
PROGRAM DIRECTORS
COLLEGE PROVOSTS

Re: Spring Quarter 2024 Protest Activities & UAW Strike

Dear Colleagues,

In light of the ongoing protest-related disruptions and the UAW strike that began today on our campus, the Chairs of the Committee on Educational Policy (CEP) and Graduate Council (GC) seek to clarify the mode of instruction options for instructors currently teaching.
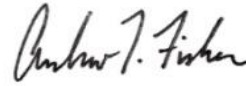
Instructors are best situated to know how to adjust their curriculum to challenges, and as such we will not presume to give wide-ranging specific directions on how to adjust classes. We are authorizing emergency remote modes of instruction as an option for all spring quarter 2024 courses until such time as campus access is reasonably predictable.

Please assist us by conveying this to your faculty, and as always advising patience and compassion as our students and instructors navigate these challenging circumstances. Additional information will be provided concerning the anticipated length of these activities as soon as feasible so that all affected parties can plan ahead.

Sincerely,

David Lee Cuthbert, Chair   Andrew T. Fisher, Chair
Committee on Educational Policy   Graduate Council

cc: Cynthia Larive, Chancellor
        Lori Kletzer, Campus Provost and Executive Vice Chancellor
        Richard Hughey, Vice Provost and Dean of Undergraduate Education and Global
        Engagement
        Peter Biehl, Vice Provost and Dean of Graduate Studies
        Herbert Lee, Vice Provost for Academic Affairs
        Department Managers
        Carrie Malcom, Associate Director of Academic Planning and Student Success,
        Colleges Academic Managers
        Tracy Crick, Assistant Vice Provost and Chief of Staff, Undergraduate Education
        Patty Gallagher, Chair, Academic Senate
        Matthew McCarthy, Vice Chair, Academic Senate
        Matthew Mednick, Director, Academic Senate

COMMITTEE ON COMMITTEES

To: Academic Senate, Santa Cruz Division

The following nominations are changes and additions to those confirmed at the May 22, 2024 meeting of the division. A full list of Senate Committee membership can be viewed at: https://senate.ucsc.edu/about/senate-committee-membership.html

SECRETARY
    Addition: Carla Freccero (F)   Literature/History of Consciousness

ACADEMIC PERSONNEL (CAP)
    Addition: Benedict Paten   Biomolecular Engineering

CAREER ADVISING (CCA)
    Removal: Ari Friedlaender   Ocean Sciences
    Addition: Patrick Chuang (W, S)   Earth & Planetary Sciences

COMMITTEE ON COMMITTEES (COC)
    Removal: Muriam Davis   History
    Addition: Vilashini Cooppan   Literature/Critical Race and Ethnic Studies

COURSES OF INSTRUCTION (CCI)
    Addition: Sagnik Nath   Computer Science and Engineering

DIVERSITY, EQUITY, AND INCLUSION (CODEI)
    Addition: Dev Bose   Writing Program
    Addition: Graeme Smith   Astronomy & Astrophysics

EDUCATIONAL POLICY (CEP)
    Addition: Ivy Sichel   Linguistics
    Addition: Steve Petersen   Electrical and Computer Engineering

EMERITI RELATIONS (CER)
    Addition: Shelly Errington   Anthropology

FACULTY RESEARCH LECTURE (CFRL)
    Removal: Vilashini Cooppan   Literature/Critical Race and Ethnic Studies
    Addition: Chris Connery   Literature

FACULTY WELFARE (CFW)
    Removal: Amanda Smith   Literature

GRADUATE COUNCIL (GC)
    Addition: micha cárdenas   Performance, Play and Design

INFORMATION TECHNOLOGY (CIT)
    Addition: Jessie Li   Economics

INTERNATIONAL EDUCATION (CIE)
    Removal: Jennifer Parker   Art
    Addition: Hi Kyung Kim   Music

LIBRARY AND SCHOLARLY COMMUNICATION (COLASC)
    Addition: Bali Sahota   Literature

PLANNING & BUDGET (CPB)
    Addition: David Cuthbert   Performance, Play and Design

PRIVILEGE & TENURE (CPT)
    Addition: Roberto Manduchi (F)   Computer Science and Engineering

RESEARCH (COR)
    Addition: A.M. Darke (W, S)   Digital Arts and New Media
    Addition: Dimitrios Papadopoulos   History of Consciousness

TEACHING (COT)
    Addition: Jay Reti   Anthropology

November 22, 2024

COMMITTEE ON FACULTY WELFARE
Salary Analysis, 2023-24

Background and Summary of Findings
The Committee on Faculty Welfare (CFW) has monitored faculty salaries for over a decade with the main focus on the parity of the UCSC faculty salaries and those of the faculty in other UC campuses. In addition to tracking the gap between the faculty salary at UCSC and other UC campuses, CFW has consistently argued that such analysis needs to include the cost of living. Even though the Academic Senate issued a resolution in 2019-2020[1] asking for the cost of living adjustment (COLA) to be included in annual administrative salary analysis reports, CFW's salary reports continue to be the only reports that include a cost of living analysis.

UCSC Faculty are Compensated at Lower Rates than their UC Peers
This year's CFW analysis shows that UCSC faculty salaries are still behind the median of other UC campuses for Regular Series Assistant and Full Professors, and for Business/Economics/ Engineering (BEE) series Full Professors as of the latest available data of October 2022 (Figure 1,3). Adjustment for the cost of living exacerbates this trend significantly, with UCSC salaries falling behind virtually every other campus in the UC system for all of the titles in both Regular and EEB series (Figure 5,6). Comparison with individual UC campuses shows that UCSC salaries are lower without COLA than those at UCSB, a campus that is located in a similar coastal area as UCSC, and therefore might be considered a reasonable comparison in terms of the cost of living (Figure 2,4).

The Special Salary Program has been Curtailed Too Early
The Special Salary Practice (SSP) instituted in 2008 had an explicit goal of equating UCSC faculty salaries to the median salaries across the UC system (9 campuses). This goal has not been achieved. Our previous analysis showed that the modification of the SSP in 2017 had been premature. Figures 1 and 3 show that for most categories UCSC salaries that were behind in 2018, remain so in 2022. In fall 2023, CFW jointly with the Committee on Academic Personnel (CAP), called for the reinstatement of the original and more generous SSP to reduce the growing gap in salaries[2]. The Senate Executive Committee (SEC) concurred with the call to reinstate the original SSP,[3] and expressed the continued need for proactivity regarding faculty salaries at UCSC.

Annual Academic Salary Program Increases Should Continue to be Applied to the Full Salary
This year's analysis of the 2022 data showed a substantial decrease in the gap, which is likely due to a combination of two factors. First, a one-time salary equity increase was made in 2022, where the off-scale salary portions of the faculty at the lower end of the salary distribution were increased in an automatically prescribed way, and second, an annual inflation increase applied, for the first

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[1] Academic Senate Resolution on the Commitment to Ensure Salary Equity and Competitiveness within the UC System, November 15, 2019
[2] CFW Chair Sher and CAP Co-Chairs Callanan and Gillman to Chancellor Larive and CP/EVC Kletzer, 12/07/24, Re: UCSC Faculty Salary Competitiveness and the Special Salary Practice
[3] Senate Chair Gallagher to Chancellor Larive and CP/EVC Kletzer, 1/29/24, Re: Concurrence Letter of Support for Reinstatement of Special Salary Program (SSP) and Joint Working Group

time in many years, to the full salary, instead of just the on-scale component. CFW believes that it is necessary to continue the latter practice, and we are encouraged that the 2023 annual increase was applied to the full salary, and that the 2024 one is planned to be done in the same way.

Equity Salary Increases Need to be Carefully Evaluated
We were informed only recently during the May 2024 Senate meeting, that there was an agreement made between the administration and the Santa Cruz Faculty Association (SCFA) that the one-time salary equity increases will continue with some periodicity. Given the detailed discussion and consultation that CFW and the Senate were involved in around establishing an ongoing Salary Equity Program (SER) tied to individual faculty personnel actions, we were surprised by this news. Given that we received this information at the end of the year and no details were provided, we expect that CFW be updated on, and opine on, campus plans for salary equity increases during the next (2024-2025) academic year.

CFW would like to note that the effects of the 2022 equity increase have not been assessed, and believe that such an assessment needs to be done by the administration in order to inform future equity increases. We strongly recommend that such an assessment be added to the annual reports of UCSC Faculty Salary Competitiveness that are drafted by the Academic Personnel Office (APO).

Lower UCSC Faculty Salaries are Exacerbated by the Continuing Housing Affordability Crisis
Housing prices in the Santa Cruz area make a large contribution to the high cost of living that UCSC employees face. This was exacerbated during the pandemic, and the effects persist to the current day. CFW analyzed UCSC faculty salary changes over the last seven years relative to the changes in median housing costs in Santa Cruz County. The analysis shows that housing affordability, in relation to faculty income, has not yet recovered to pre-pandemic levels (Figure 7), and single family homes in the area are more than 10 times the median UCSC assistant professor salary.

In summary, lagging faculty compensation is especially worrying in light of the UCSC's ongoing effort to recruit talented and diverse new faculty. Given the severe crisis in housing availability and affordability in the Santa Cruz area, elevating UCSC faculty salaries to be on par with other UC campuses is even more critical.

Methodology:
Salary comparison was made by calculating the median salary at UC campuses for the three professor ranks: Assistant, Associate, and Full. The medians were calculated separately for the Regular Professor and for the Business/Economics/Engineering scales. Business, Law, and Medical school faculty were not included in the analysis. UCSC medians were compared to the medians of individual campuses, and with the median of combined nine campuses (all UC campuses except for UCSF). The comparison group includes UCSC itself. This inclusion has been made for consistency with previous analyses. COLA has been done using the MIT Living Wage Calculator (https://livingwage.mit.edu). We used historical data for the median price of single family houses in Santa Cruz as of October 1 for 2017 to 2023 from California Association of Realtors (https://www.car.org/marketdata/data).

Relative difference in Median Salary Between UCSC and 9 Campuses for REG

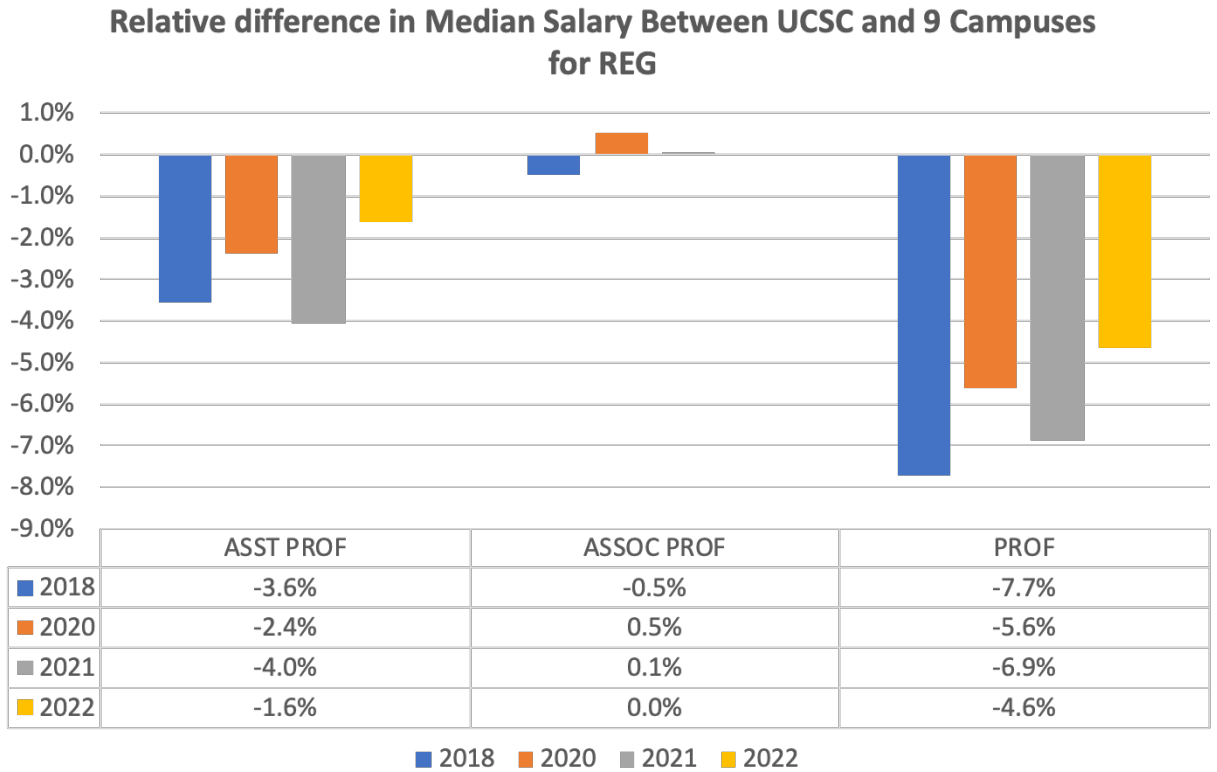|	ASST PROF	ASSOC PROF	PROF
2018	-3.6%	-0.5%	-7.7%
2020	-2.4%	0.5%	-5.6%
2021	-4.0%	0.1%	-6.9%
2022	-1.6%	0.0%	-4.6%

■ 2018 ■ 2020 ■ 2021 ■ 2022

Figure 1: Comparison of UCSC Regular Scale Professor series salaries with those of other UC campuses. Relative differences in median salaries are shown for four different years and for the three ranks: Assistant, Associate, and Full Professor. Comparison group consists of 9 UC campuses (all campuses except for UCSF).

Relative Salary Difference Between UCSC and individual campuses for REG

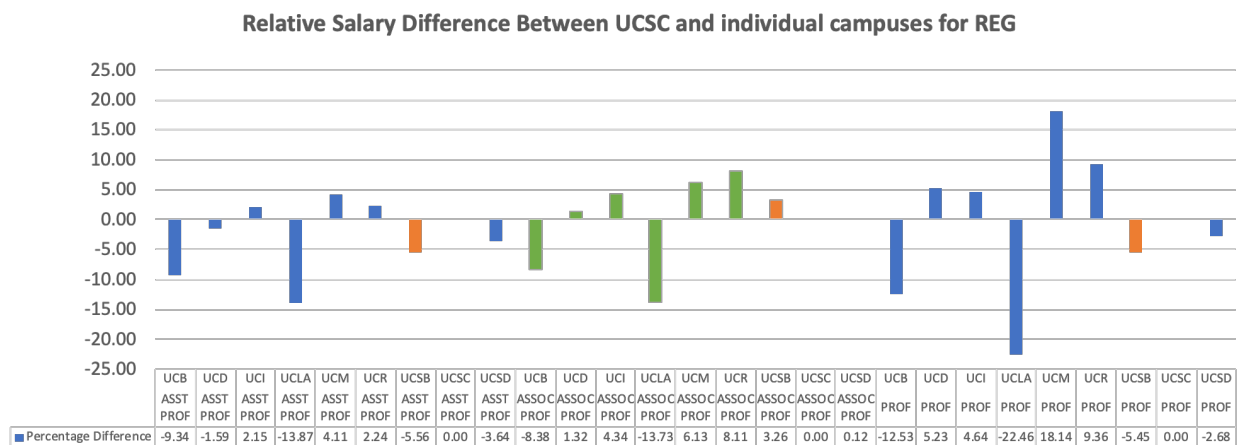|	UCB ASST PROF	UCD ASST PROF	UCI ASST PROF	UCLA ASST PROF	UCM ASST PROF	UCR ASST PROF	UCSB ASST PROF	UCSC ASST PROF	UCSD ASST PROF	UCB ASSOC PROF	UCD ASSOC PROF	UCI ASSOC PROF	UCLA ASSOC PROF	UCM ASSOC PROF	UCR ASSOC PROF	UCSB ASSOC PROF	UCSC ASSOC PROF	UCSD ASSOC PROF	UCB PROF	UCD PROF	UCI PROF	UCLA PROF	UCM PROF	UCR PROF	UCSB PROF	UCSC PROF	UCSD PROF
■ Percentage Difference	-9.34	-1.59	2.15	-13.87	4.11	2.24	-5.56	0.00	-3.64	-8.38	1.32	4.34	-13.73	6.13	8.11	3.26	0.00	0.12	-12.53	5.23	4.64	-22.46	18.14	9.36	-5.45	0.00	-2.68

Figure 2: Comparison of UCSC Regular Scale Professor series salaries with those of individual UC campuses. Relative differences in median salaries are shown for the three ranks: Assistant (blue), Associate (green), and Full Professor (blue). Orange denotes comparison with UCSB.

Relative Difference in Median Salary Between UCSC and 9 Campuses for BEE

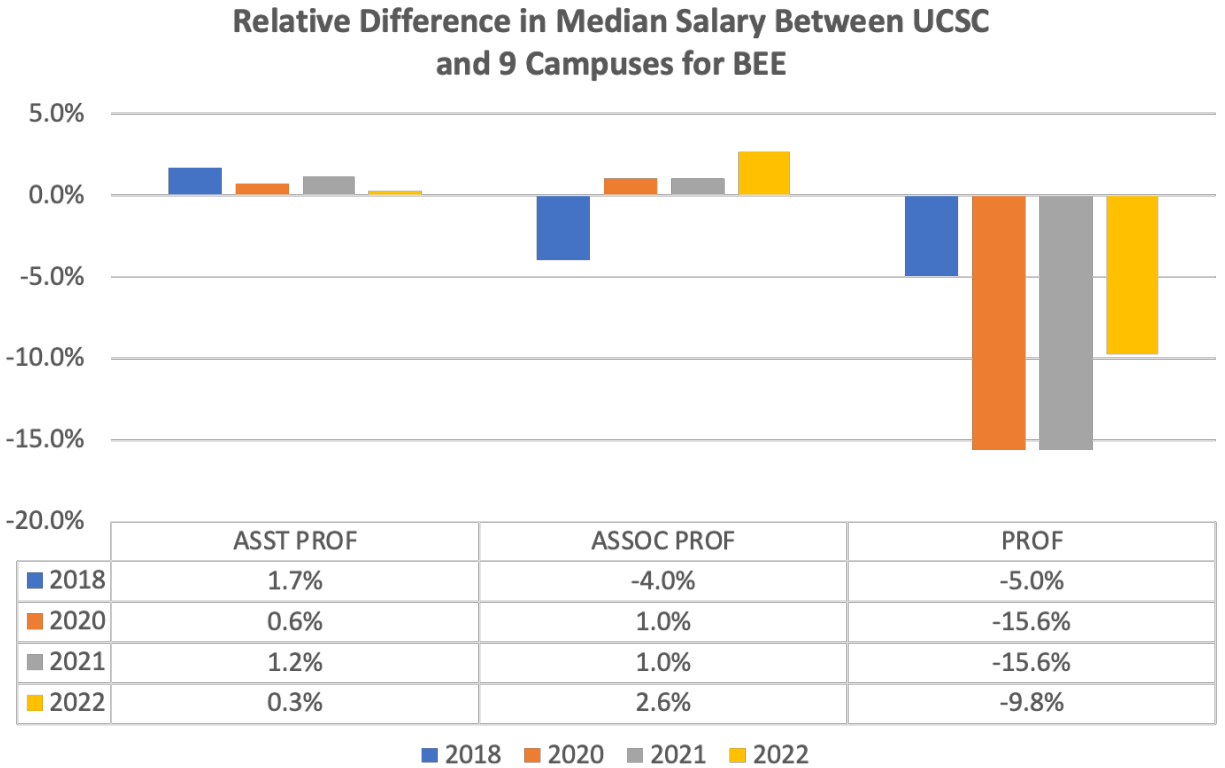|	ASST PROF	ASSOC PROF	PROF
■ 2018	1.7%	-4.0%	-5.0%
■ 2020	0.6%	1.0%	-15.6%
■ 2021	1.2%	1.0%	-15.6%
■ 2022	0.3%	2.6%	-9.8%

■ 2018 ■ 2020 ■ 2021 ■ 2022

Figure 3: Comparison of UCSC Business/Economics/Engineering (BEE) Scale Professor series salaries with those of other UC campuses. Relative differences in median salaries are shown for four different years and for the three ranks: Assistant, Associate, and Full Professor. Comparison group consists of 9 UC campuses (all campuses except for UCSF).

Relative Salary Difference Between UCSC and individual campuses for BEE

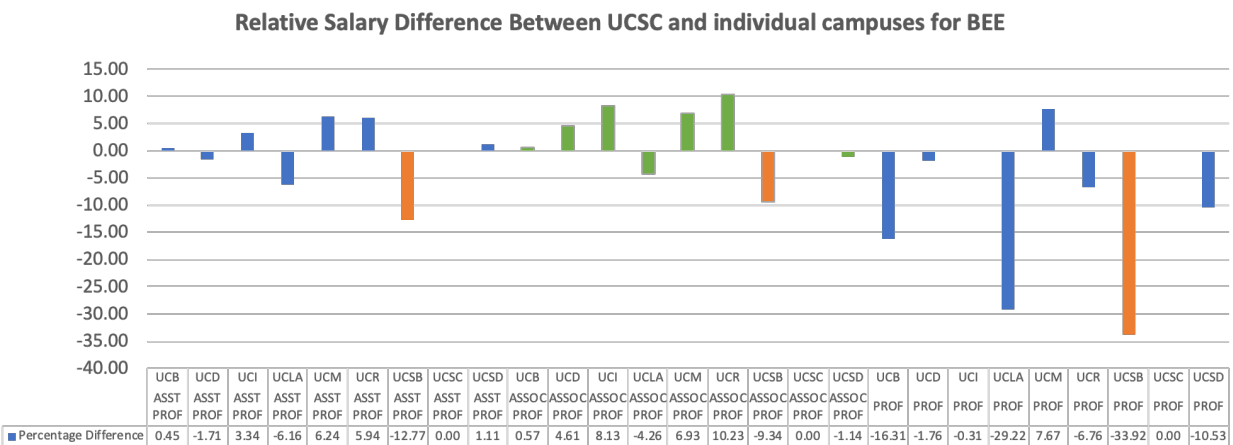|	UCB ASST PROF	UCD ASST PROF	UCI ASST PROF	UCLA ASST PROF	UCM ASST PROF	UCR ASST PROF	UCSB ASST PROF	UCSC ASST PROF	UCSD ASST PROF	UCB ASSOC PROF	UCD ASSOC PROF	UCI ASSOC PROF	UCLA ASSOC PROF	UCM ASSOC PROF	UCR ASSOC PROF	UCSB ASSOC PROF	UCSC ASSOC PROF	UCSD ASSOC PROF	UCB PROF	UCD PROF	UCI PROF	UCLA PROF	UCM PROF	UCR PROF	UCSB PROF	UCSC PROF	UCSD PROF
■ Percentage Difference	0.45	-1.71	3.34	-6.16	6.24	5.94	-12.77	0.00	1.11	0.57	4.61	8.13	-4.26	6.93	10.23	-9.34	0.00	-1.14	-16.31	-1.76	-0.31	-29.22	7.67	-6.76	-33.92	0.00	-10.53

Figure 4: Comparison of UCSC Business/Economics/Engineering (BEE) Scale Professor series salaries with those of individual UC campuses. Relative differences in median salaries are shown for the three ranks: Assistant (blue), Associate (green), and Full Professor (blue). Orange denotes comparison with UCSB.

Differential Salary Between UCSC and 9 Campuses for REG adjusted for local prices

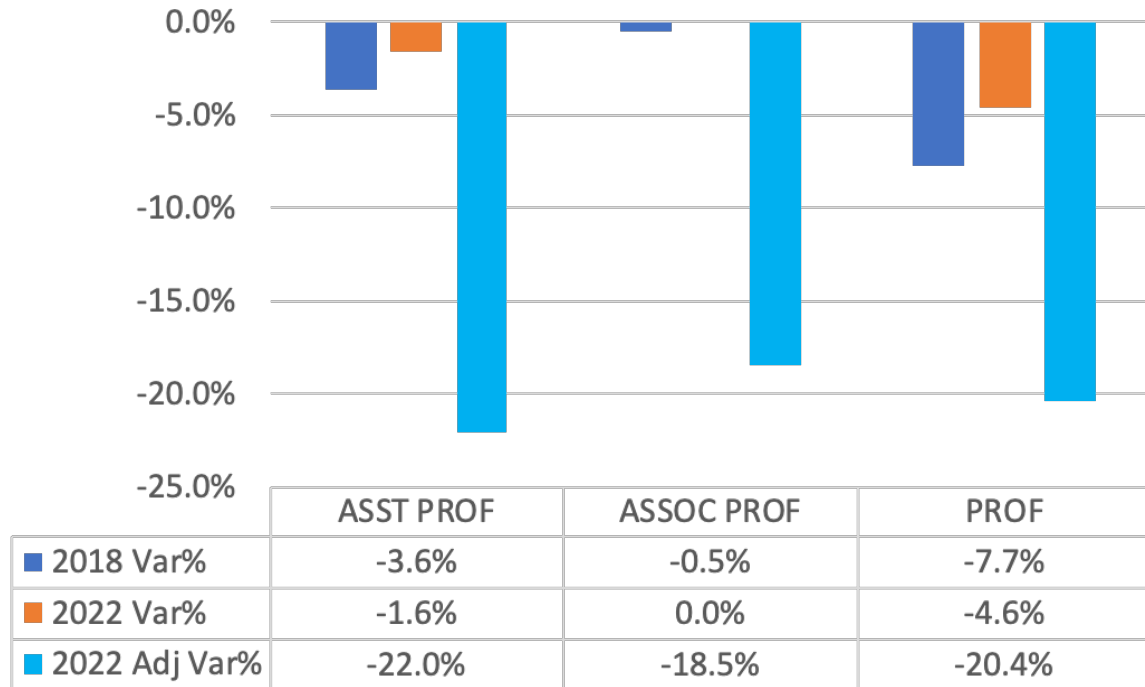|	ASST PROF	ASSOC PROF	PROF
■ 2018 Var%	-3.6%	-0.5%	-7.7%
■ 2022 Var%	-1.6%	0.0%	-4.6%
■ 2022 Adj Var%	-22.0%	-18.5%	-20.4%

Figure 5: Comparison of UCSC Regular Scale Professor series salaries with those of other UC campuses. Relative differences in median salaries are shown for two different years and for the three ranks: Assistant, Associate, and Full Professor. Light Blue bar shows the comparison of the salaries that have been adjusted based on the cost of living in the areas where individual campuses are located. The cost of living data has been taken from MIT Living Wage Calculator (https://livingwage.mit.edu). Comparison group consists of 9 UC campuses (all campuses except for UCSF).

Differential Salary Between UCSC and 9 Campuses for BEE
adjusted for local prices

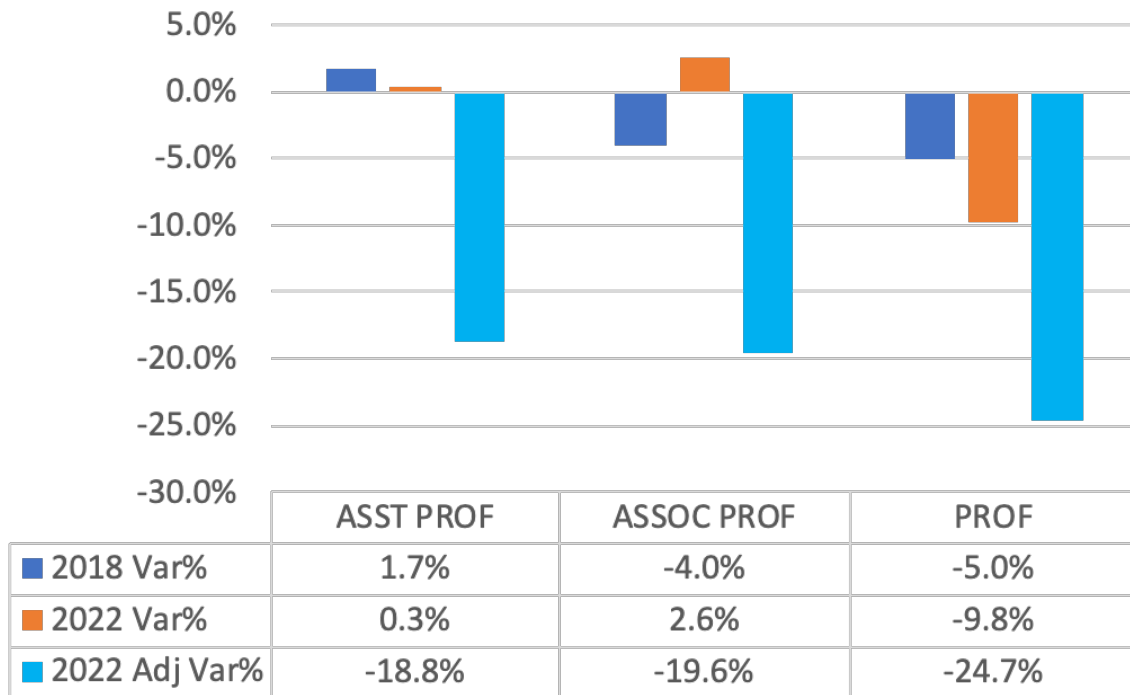|	ASST PROF	ASSOC PROF	PROF
■ 2018 Var%	1.7%	-4.0%	-5.0%
■ 2022 Var%	0.3%	2.6%	-9.8%
■ 2022 Adj Var%	-18.8%	-19.6%	-24.7%

Figure 6: Comparison of UCSC Business/Economics/Engineering (BEE) Scale Professor series salaries with those of other UC campuses. Relative differences in median salaries are shown for two different years and for the three ranks: Assistant, Associate, and Full Professor. Light Blue bar shows the comparison of the salaries that have been adjusted based on the cost of living in the areas where individual campuses are located. The cost of living data has been taken from MIT Living Wage Calculator (https://livingwage.mit.edu). Comparison group consists of 9 UC campuses (all campuses except for UCSF).
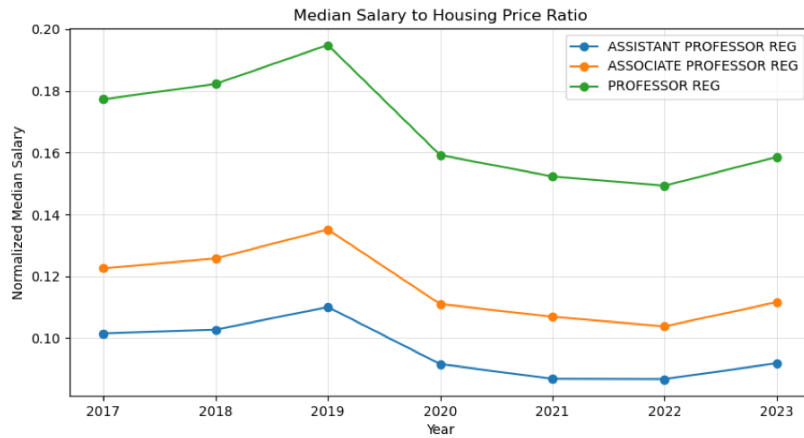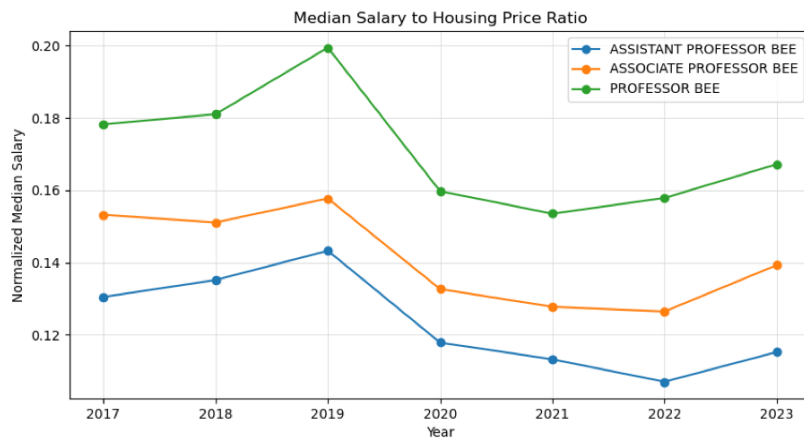
Figure 7: Ratio of median salary to median single family house price in Santa Cruz area. The ratio is shown for 7 years. Housing price as of October 1 of each year has been obtained from California Association of Realtors (https://www.car.org/marketdata/data). Upper graph shows data for the Regular, and the lower graph shows data for the BEE Professor series. Each graph contains data for the three Professor ranks and shows a distinct decrease in housing affordability in 2020 presumably due to the COVID pandemic.