

May 11, 2006

MEMBERS OF THE ACADEMIC SENATE

Dear Colleagues,

Where has the year gone? It has gone into productive work on the part of many Senate committees. Please come to the last Senate meeting of the year to find out about the many issues that concern the education of our students and our own situation as faculty members at UCSC. As you can see in the CALL, many items on the agenda will be informational, and a few will include voting. As you know, the spring meetings tend to be very lively.

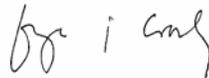
We will attempt to allow time for discussion of some of the more controversial items. Both the Chancellor and the Executive Vice Chancellor have promised to be very brief, and I will also be brief. My remarks will include mention of the Hayashi Report, a report commissioned by the administration to provide perspectives on the Tent University events of 2005. Senators may wish to think about the implications of the report.

The meeting will take place on May 19, 2006, 2:30 to 5:00 pm in Kresge Town Hall.

Immediately following the meeting will be the traditional year-end reception. This year the reception will have a very special ceremony contained within it. Starting at 5:45, we will have a short ceremony to honor 22 pioneer faculty who are still on active duty. Please come to honor the beloved members of the Senate who signed up before July 1, 1970 as faculty members here at UCSC. The reception and the celebration of the pioneers will be held in the University Center.

Hope to see you on May 19!

Sincerely,



Faye J. Crosby, Chair  
Academic Senate  
Santa Cruz Division

Meeting Call for Regular Meeting of the Santa Cruz Division  
**FRIDAY, May 19, 2006 at 2:30 p.m.**  
**Kresge Town Hall**  
ORDER OF BUSINESS

1. Approval of Draft Minutes
  - a. Draft Minutes of March 8, 2006, previously distributed (AS/SCM/278)
2. Announcements
  - a. Chair Crosby
  - b. Chancellor Denton
  - c. Campus Provost/EVC Kliger
3. Report of the Representative to the Assembly
  - a. April 12, 2006 Report (AS/SCP/1492)
4. Special Orders: Annual Reports  
CONSENT CALENDAR:
  - a. Committee on Faculty Research Lecture 2005-06 (AS/SCP/1494)
  - b. Committee on Rules, Jurisdiction, and Elections 2004-05 (AS/SCP/1496)
5. Reports of the Special Committees (none)
6. Reports of Standing Committees
  - a. Committee on Affirmative Action & Diversity: Oral Report on Climate Study Results
  - b. Committee on Career Advising: Oral Report on Mentoring Survey
  - c. Committee on Committees: Nominations 2006-07 (AS/SCP1493)
  - d. Committee on Education Abroad Program  
Proposed Revision to Santa Cruz Bylaw 13.16 (AS/SCP/1490)
  - e. Committee on Educational Policy
    - i. Amendment to Regulation 10.2.2.3 on Transfer Credit (AS/SCP/1491)
    - ii. Report on Undergraduate Graduation Rates (AS/SCP/1495)
  - f. Committee on the Library  
Report on Senate Resolutions on Scholarly Publishing (AS/SCP/1497)
  - g. Committee on Faculty Welfare: Oral Report on Quality of Life Issues
  - h. Committee on Preparatory Education  
Proposal for Increased Curricular Support for Students Under-Prepared for University-Level Writing (AS/SCP/1498)

- i. Committee on Teaching  
Oral Report on Electronic Student Evaluations of Instructor/Course
7. Report of the Student Union Assembly Chair
8. Report of the Graduate Student Association President
9. Petitions of Students (none)
10. Unfinished Business
11. University and Faculty Welfare
12. New Business

PROPOSED CORRECTIONS TO THE MINUTES  
of the  
Winter Quarter 2006 Meeting

The draft minutes from the March 8, 2006 Senate meeting were distributed via email on May 10, 2006 and will be presented for approval at the next Senate Meeting on May 19, 2006. After being approved, these minutes will be posted on the Senate web site (<http://senate.ucsc.edu/meetings.html>).

Senators are asked to submit any proposed corrections or changes to these draft minutes to the Senate Office in advance of the next meeting, via EMAIL or in WRITING. All proposed changes will be compiled in standardized format into a single list for distribution as a handout at the next meeting.

This approach gives Senators an opportunity to read and review changes before being asked to vote on them; gives the Senate staff and the Secretary time to resolve any questions or inconsistencies that may arise; and minimizes time spent on routine matters during meetings. While proposed changes may be checked for consistency, they will not be altered without the proposer's approval. This approach complements, but does not limit in any way, the right of every Senator to propose further changes from the floor of the meeting.

To assist the Senate staff, proposed changes should specify:

1. The location of the proposed change (e.g. item, page, paragraph, sentence...)
2. The exact wording of existing text to be modified or deleted
3. The exact wording of replacement or additional text to be inserted
4. (Optional) The reason for the change if not obvious

Please submit all proposed changes to arrive in the Senate Office **no later than 12:00 noon on Wednesday, May 17, 2006**. They should be addressed to the Secretary, c/o Academic Senate Office, 125 Kerr Hall or via email to [senate@ucsc.edu](mailto:senate@ucsc.edu).

Deborah K. Letourneau  
Secretary, Academic Senate  
Santa Cruz Division

May 9, 2006

**Report of the Representative to the Assembly of the Academic Senate  
April 12, 2006**

TO: Academic Senate, Santa Cruz Division:

President Dynes submitted his usual written report to the Assembly (located at <http://www.universityofcalifornia.edu/senate/assembly/apr2006/rcd.04.06.assembly.pdf>) and answered questions from Assembly members. He discussed the forthcoming three audits of compensation and mentioned the decision in March by the Regents to divest from companies doing business with Sudan. UC is the first major university to take such a strong position against genocide in Darfur. Dynes reminded the Assembly that a gradual resumption of contributions to UCRP will begin in July 2007, and he assured the Assembly that such resumption will not lead to a decrease in take home pay. He stated that the searches for University Provost and UCLA Chancellor were proceeding on schedule but that the University Treasurer search may be delayed pending a possible reorganization at UCOP.

In the meeting's only action item, Vice Chair-Elect Michael Brown was unanimously elected as vice chair for the remainder of the year until his normal term begins September 1, 2006. This fills the vacancy created when John Oakley became chair following the removal of the previous chair, Clifford Brunk.

The Assembly also received verbal reports from several committees, which I very briefly summarize here:

- Academic Council Special Committee on the National Labs: This committee has completed a report suggesting a new faculty oversight structure for the Los Alamos National Lab. This report will be presented to the Academic Council and to the Assembly at a later date.
- Board of Admissions and Relations with Schools: BOARS has been studying the bonus grade point given for participation in AP and UC approved honors courses since 1998 and has concluded that the use of this bonus point in determining UC eligibility is not educationally warranted. At the same time, BOARS wishes to emphasize the importance of rigorous courses during the campus admissions (comprehensive review) process. In addition, BOARS is studying the first year results of the new admissions tests required of UC applicants, and it will determine whether additional changes to our eligibility criteria will be needed.
- University Committee on Planning and Budget: UCPB is nearing completion on a "Futures Report," which looks at detailed projections based on four budget scenarios (the Compact with the Governor; a frozen model where budget increases are grounded on student fee increases; a budget from the 2000-2001 academic year; and a budget based on the "good old days" of the early 1990s).
- Committee on Faculty Welfare: UCFW has been working with the administration and their consultants, while analyzing in great detail potential changes to the University retiree health plans and UCRP. In addition, UCFW is working on a number of family friendly initiatives and recommendations on childcare, for future implementation systemwide.

UNIVERSITY OF CALIFORNIA, SANTA CRUZ  
Representative to the Assembly Report

AS/SCP/1492-2

Respectfully Submitted;  
REPRESENTATIVE TO THE ASSEMBLY

George Blumenthal

May 1, 2006

**COMMITTEE ON THE FACULTY RESEARCH LECTURE**  
**Annual Report 2005-06**

To the Academic Senate, Santa Cruz Division:

The Faculty Research Lecture Committee is extremely pleased to nominate Professor Geoffrey K. Pullum of the Linguistics Department as the Faculty Research Lecturer for 2006-7. Even a cursory glance at Geoff's CV will attest to his extraordinary research profile. The works range all the way from the most detailed, microscopic studies of the basic elements of language, such as grammar and phonetics, to meta-theoretical explorations of what language is and where it comes from.

Geoff's achievement that most attracted our attention is of course the *Cambridge Grammar of the English Language*, published in 2002. Written with eminent grammarian Rodney Huddleston plus nine other authors, the *CGEL* is an 1842-page tome that is not only exhaustive but also highly innovative in its treatment of English grammar. The *CGEL* is the first grammar of English that simultaneously aims to be comprehensive and to reflect theoretical developments in our understanding of natural language syntax that have emerged over the last thirty years or so. It rethinks significant parts of the grammar itself, adopting new concepts and abolishing old ones in the interest of logical economy and empirical accuracy. There being no other comparable work in any other language, the *CGEL* is truly unique.

In addition to receiving universal critical acclaim, the *CGEL* was selected in 2003 as the recipient of the seventh biennial Leonard Bloomfield Award, an honor accorded every other year by the Linguistic Society of America to the single most important contribution in that period to the discipline of linguistics.

The *CGEL*, grand as it is, represents only a fraction of Geoff's enormous range. He is one of the leaders who created a new class of linguistic theories called *constraint-based grammars*, which have evolved into one of the most active areas of linguistic research. He has also worked on morphology, the relation of morphology to word order, the mathematical properties of grammars, computational linguistics, the biological foundations (or not) of linguistic theory, etc. His special contribution in all these areas has been to insist on rigorous analysis and to formulate as economically as possible the basic requirements that any successful theory must meet. This continuing, penetrating critique, much of which appeared for several years in the "Topic...Comment" columns of *Natural Language and Linguistic Theory*, has been highly influential in moving the field forward.

Geoff's knowledge of languages outside English is also wide-ranging. His *Phonetic Symbol Guide*, with Bill Ladusaw, is a complete survey of the hundreds of characters used by linguists to record the sounds of the world's languages. He has written about Somali grammar, Jamaican grammar, and phonology in French. Not to mention the *fourth* volume of his *Handbook of Amazonian Languages*, co-edited with Desmond Derbyshire, which just appeared.

Good ideas are one thing, but the ability to communicate them counts, too. A major reason for Geoff's impact is his witty, breezy style. Even when writing for scholars, he manages to be highly entertaining. The "Topic...Comment" columns were collected into a very funny book that became a best-seller

among language mavens called *The Great Eskimo Vocabulary Hoax and Other Irreverent Essays on the Study of Language*. A second popular book, called *Far from the Madding Gerund*, is about to appear based on essays from his website *Language Log*, run with Mark Liberman. A reviewer writes, "Often irreverent and hilarious, these brief essays take on many sacred cows, showing us--among many things--why Strunk & White is useless and how the College Board can't identify sentence errors in the SAT."

In recognition of his scholarly achievements, Geoff was elected in 2003 to the National Academy of Arts and Sciences. In 2004 he was appointed as Distinguished Professor of Humanities at UCSC. This year he is a Fellow at the Radcliffe Institute for Advanced Study, where is working to complete his thirteenth book, entitled *New Logical Foundations for Linguistics*, a novel framework for linguistic theory grounded in logic and applied to problems in syntactic theories.

For his dazzling ability to teach and entertain at the same time, our committee is extremely pleased to nominate Geoffrey K. Pullum as the Faculty Research Lecturer for 2006-7.

Respectfully submitted,

**COMMITTEE ON THE FACULTY RESEARCH LECTURE 2005-06**

Jonathan Beecher  
Raoul Birnbaum  
Barbara Rogoff  
Bakthan Singaram  
Sandra Faber, Chair

May 3, 2006

**Committee on Rules, Jurisdiction, and Elections**  
Annual Report, 2004-05

To the Academic Senate, Santa Cruz Division:

During 2004-05, the Committee on Rules, Jurisdiction and Elections (CRJE) routinely evaluated legislation, resolutions and other items submitted for inclusion in the agendas of regular meetings of the Santa Cruz Division, provided editorial advice to proposers about the wording of documents and proposals, and provided advice about possible legal and legislative implications of proposals, should they be approved by the Division. Other requests for information or informal advice from the Executive Committee, Senate Officers, committee chairs, and individual senators were dealt with mainly by email or telephone conversations.

At the request of various senate committees, CRJE provided opinions on the following items.

**SCR 6.2.2 Minimum Progress:** CRJE recommended that a Committee on Educational Policy (CEP) proposal contained unclear language, and CEP decided not to submit it during 2004-05.

**Appendix C. Section I.B:** Undergraduate Student Grievance Procedure. CRJE reviewed CEP's proposed revision of Appendix C, and recommended that CEP should give examples of "inappropriate actions," or further define what actions might be grievable, so that students and instructors had clear guidance about what constitutes an appropriate grievance.

**SCB 13.17.8:** CRJE approved a Committee on Committees (COC) proposal to amend the CEP charge by changing the name of the Narrative Evaluations Student Grievance Hearing Committee to Academic Assessment Grievance Committee to bring the committee's name into conformity with UCSC's current assessment practices.

**COC Elections:** CRJE approved changing dates for the election of 2005-06 committee members, so that tabulation of ballots would be completed in the last week of classes rather than finals week. CRJE also responded to requests from Secretary Nygaard about the use of the web and electronic communications in the election process for COC, by recommending that:

1. COC should continue the current practice of informing members about nominations by posting nominees' names on the senate's website as they are received.
2. The election should focus on the candidates, not the nominators, and therefore, approved the current practice of not divulging the names of nominators.

**SCB 13.4.2 Administrative and Senate Conflict:** CRJE responded to a request from COC Chair Freeman about whether the Parliamentarian's acceptance of an administrative position as Associate Dean would be in conflict with Santa Cruz Bylaw (SCB) 13.4.2, which states that when specified Senate officers, including the Parliamentarian, accept "an administrative position at the level of Dean or above, he or she shall immediately vacate the Senate position." CRJE members noted that with the proliferation of administrative positions below the decanal level, prohibiting Senate members from serving could be counter-productive for the Senate. Members agreed that SCB 13.4.2 does not prohibit the Parliamentarian from holding an Associate Dean position, but expressed concern that, since the Parliamentarian is typically called on to advise the Senate chair mainly when issues are being hotly debated, it is crucial for the Senate that the Parliamentarian should be seen to be independent. CRJE forwarded the broader issue of the separation of the Senate and administration to the Executive Committee for wider Senate discussion.

**Graduate Dean's Voting Rights:** In response to a request from the GC Chair Schumm, the CRJE concluded that the Graduate Dean, who is an *ex officio* member of the GC, could not delegate the Dean's

voting rights to another representative of the Graduate Division when the Dean was unable to attend. Universitywide Senate Bylaw 330 unambiguously states that the Dean is the member and not someone else.

*SB 330. Graduate Councils*

*1. General Provisions. Regulative and coordinative functions in a campus Graduate Division shall be exercised in accordance with Bylaw 180 by a Graduate Council of the Division concerned. The Dean of the campus Graduate Division is ex officio a member of the Council but shall not be Chair or Vice Chair.*

CRJE suggested it would be appropriate for the Dean to send another representative, e.g. the Associate Dean, to meet with the Graduate Council, with the understanding that the representative will not have voting rights.

**Expiring “Q” General Education Courses:** In November 2004, CEP issued a letter “expiring” all quantitative “Q” courses until they had been reviewed by CEP, using different criteria from those in force when they were originally approved. This decision was formally challenged to Senate Chair Galloway by the requisite number of Senators; the challenge was forwarded to CRJE by the Chair. In all substantial respects, CRJE accepted the arguments in the letter of appeal (and its bylaw and regulation references) that CEP’s action constituted a major policy change with potentially substantial curricula and resource allocation impacts, and that CEP had failed to follow the Senate Bylaw 13.17.3 requirements for prior consultation with the Committee on Planning and Budget (CPB) and affected instructional units and faculty.

CRJE ruled that all courses with Q designations should remain valid until such time as CEP had: a) reviewed each course individually; and b) decided on a course by course basis that a particular course no longer meets CEP’s criteria for “Q” designation. Should the cancellation be based solely on failure to meet the criteria in force at the time it was approved, then CEP has the authority to cancel it immediately; but should cancellation be based on application of new criteria, then CEP should allow sufficient time for the new policy to be established and approved by normal procedures, and then give all existing courses sufficient time to come into compliance with the new criteria. CEP then withdrew its letter, pending further discussions.

CRJE also suggested another approach that would avoid most of the problems would be for CEP to initiate a discussion by the Senate as a whole on what constitutes an appropriate Q-designated course.

Several issues remained unresolved and were carried forward to 2005-06, including: interpretation of Bylaw 55 as it affects Security of Employment Lecturers; voting privacy and the reporting of abstentions in personnel actions; and an inquiry regarding authority during graduate appeals.

Respectfully Submitted,

COMMITTEE ON RULES, JURISDICTION AND ELECTIONS

David Belanger  
David Brundage  
Donald Wittman  
Donald Potts, Chair

May 4, 2006

## COMMITTEE ON COMMITTEES NOMINATIONS, 2006-07

TO: The Academic Senate, Santa Cruz Division

**OFFICERS**

Faye	Crosby	Chair	Psychology
Quentin	Williams	Vice Chair	Earth Sciences
Deborah	Letourneau	Secretary	Environmental Studies
George	Blumenthal	Assembly Rep	Astronomy and Astrophysics
TBA		Parliamentarian	

**ASSEMBLY REPRESENTATIVES**

Quentin	Williams	Vice Chair	Earth Sciences
George	Blumenthal	Assembly Rep	Astronomy and Astrophysics

**EXECUTIVE COMMITTEE**

Faye	Crosby	Chair	Psychology
Quentin	Williams	Vice Chair	Earth Sciences
Deborah	Letourneau	Secretary	Environmental Studies
George	Blumenthal	Assembly Rep	Astronomy and Astrophysics
Pedro	Castillo	(CAAD)	History
John	Tamkun	(CAFA)	MCD Biology
Barry	Bowman	(CAP)	MCD Biology
Jaye	Padgett	(CEP)	Linguistics
Craig	Reinarman (F)	(CFW)	Sociology
Paul	Ortiz (W&S)	(CFW)	Community Studies
Carol	Freeman	(COC)	Writing
Andy	Fisher	(COR)	Earth Sciences
Susan	Gillman	(CPB)	Literature
Don	Brenneis	(GC)	Anthropology
Ken	Kletzer	(P&T)	Economics

**ACADEMIC FREEDOM**

Bettina	Aptheker (F&W)	Chair & UCAF Rep	Feminist Studies
TBA	(S)	Chair	
Nancy	Chen		Anthropology
Bruce	Cooperstein		Mathematics
Sheila	Crane		HAVC
Holger	Schmidt		School of Engineering

**ACADEMIC PERSONNEL**

Barry	Bowman	Chair & UCAP Rep	MCD Biology
Mark	Franko		Theater Arts
Claire	Gu		Electrical Engineering
Norma	Klahn		Literature
Paul	Roth		Philosophy
Nirvikar	Singh		Economics
Peter	Young		Physics
TBA			

## COMMITTEE ON COMMITTEES NOMINATIONS, 2006-07

**ADMISSIONS & FINANCIAL AID**

John	Tamkun	Chair	MCD Biology
David	Anthony	BOARS Rep	History
Chongying	Dong		Mathematics
Richard	Hughey		Computer Engineering
Paul	Nauert		Music
Juan	Poblete		Literature
Trish	Stoddart		Education
Jim	Whitehead		Computer Science
TBA			

**AFFIRMATIVE ACTION & DIVERSITY**

Pedro	Castillo	Chair & UCAAD Rep	History
Anjali	Arondekar		Feminist Studies
Margarita	Azmitia		Psychology
K.C.	Fung		Economics
Charlie	Mc Dowell		Computer Science
Manuel	Pastor		LALS

**CAREER ADVISING**

Geoff	Pullum	Chair	Linguistics
Olof	Einarsdottir		Chemistry
Gabriel	Elkaim		Computer Engineering
Patty	Gallagher		Theater Arts
Deborah	Woo		Community Studies

**COMMITTEE ON COMMITTEES - FOR INFORMATION ONLY (BY ELECTION)**

Carol	Freeman	Chair & UCOC Rep	Writing
Joel	Ferguson		Computer Engineering
Joe	Konopelski		Chemistry
Carolyn	Martin Shaw		Anthropology
Mark	Traugott		History

**COMPUTING AND TELECOMMUNICATIONS**

Luca	Alfaro	Chair & UCITTP Rep	Computer Engineering
David	Cope		Music
Josh	Deutsch		Physics
Shelly	Errington		Anthropology
Gary	Glatzmaier		Earth Sciences
Minghui	Hu		History
Raphael	Kudela (F&S)		Ocean Sciences
Ethan	Miller		Computer Science

**EDUCATION ABROAD PROGRAM**

Casey	Moore	Chair & UCEAP Rep	Earth Sciences
Rebecca	Braslau		Chemistry
Per	Gjerde		Psychology
Daniel	Scheie		Theater Arts

## COMMITTEE ON COMMITTEES NOMINATIONS, 2006-07

**EDUCATIONAL POLICY**

Jaye	Padgett	Chair &UCEP rep	Linguistics
Heather	Bullock		Psychology
Russ	Flegal		Environmental Toxicology
David	Helmbold		Computer Science
Anatole	Leikin		Music
Loisa	Nygaard		Literature

**ACADEMIC ASSESSMENT GRIEVANCE HEARING CTE**

Dan	Wirls	Chair	Politics
Wally	Goldfrank (W&S)		Sociology
Susan	Schwartz		Earth Sciences

**EMERITI RELATIONS**

Michael	Warren	Chair	Literature
Bill	Friedland		Community Studies
Nate	Mackey		Literature

**FACULTY RESEARCH LECTURE**

Leta	Miller	Chair	Music
Jonathan	Beecher		History
Catherine	Cooper		Psychology
Donna	Haraway		History of Consciousness
Bakthan	Singaram		Chemistry

**FACULTY WELFARE**

Paul	Ortiz (W&S)	Chair & UCFW Rep	Community Studies
Craig	Reinarman (F)	Chair & UCFW Rep	Sociology
Craig	Reinarman (W&S)		Sociology
Margo	Hendricks		Literature
Ted	Holman		Chemistry
Joel	Kubby		Electrical Engineering
John	Lynch		Literature
Nancy	Stoller		Community Studies
Elizabeth	Stephens		Art

**GRADUATE COUNCIL**

Don	Brenneis	Chair & CCGA Rep	Anthropology
David	Brundage		Community Studies
Robert	Boltje		Mathematics
Carolyn	Dean		HAVC
Barbara	Epstein		History of Consciousness
Donka	Farkas		Linguistics
Pradip	Maschrak		Chemistry
Tyrus	Miller		Literature
Michael	Urban		Politics
Anujan	Varma		Computer Engineering

## COMMITTEE ON COMMITTEES NOMINATIONS, 2006-07

**LIBRARY**

William	Sullivan	Chair & UCOL Rep	MCD Biology
Dimitris	Achlioptas		Computer Science
Raoul	Birnbaum		HAVC
Melissa	Caldwell		Anthropology
Forrest	Robinson		American Studies

**PLANNING & BUDGET**

Susan	Gillman	Chair & UCPB Rep	Literature
Faye	Crosby	<i>ex-officio</i>	Psychology
Ray	Gibbs		Psychology
Emily	Honig		Women's Studies
David Evan	Jones		Music
Tracy	Larrabee		Computer Engineering
Karen	Otteman		Environmental Toxicology
Ravi	Rajan		Environmental Studies
Quentin	Williams	<i>ex-officio</i>	Earth Sciences
TBA			

**PREPARATORY EDUCATION**

Judith	Habicht-Mauche	Chair & UCPE Rep	Anthropology
Elizabeth	Abrams		Writing
Judith	Scott		Education

**PRIVILEGE AND TENURE**

Ken	Kletzer	Chair & UCPT Rep	Economics
Ilan	Benjamin		Chemistry
Martin	Berger		HAVC
Lisbeth	Haas		History
Lourdes	Martinez-Echazabal		Literature
Richard	Otte		Philosophy
Ken	Pedrotti		Electrical Engineering

**RESEARCH**

Andy	Fisher	Chair & UCORP Rep	Earth Sciences
Elizabeth	Cameron		HAVC
Jonathan	Fox		LALS
Jorge	Hankamer		Linguistics
Grant	Hartzog		MCD Biology
Darrell	Long		Computer Science
Mara	Mather		Psychology
Ingrid	Parker		EE Biology
Ali	Shakouri		Electrical Engineering

## COMMITTEE ON COMMITTEES NOMINATIONS, 2006-07

**RULES, JURISDICTION & ELECTIONS**

David	Belanger	Chair	Physics
Melanie	DuPuis		Sociology
Dan	Friedman		Economics
John	Jordan		Literature
Catherine	Soussloff		HAVC

**TEACHING**

Murray	Baumgarten	Chair	Literature
John	Borrego		LALS
Lindsay	Hinck		MCD Biology
Kevin	Karplus		Biomolecular Engineering
Cynthia	Polecritti		History

Respectfully Submitted:

COMMITTEE ON COMMITTEES

Joel Ferguson

Jim McCloskey

Gene Switkes

Candace West

Carol Freeman, Chair

4-May-06

For more information on Senate Committees see: <http://senate.ucsc.edu>

**COMMITTEE ON THE EDUCATION ABROAD PROGRAM  
Proposed Revision to Santa Cruz Bylaw 13.16**

To the Academic Senate, Santa Cruz Division:

The Committee on the Education Abroad Program (CEAP) proposes a name change to the Committee and changes to the Charge of CEAP.

Rationale

The proposed name change from the Committee on the Education Abroad Program to the Committee on International Education derives from the systemwide shift in nomenclature to “international education” both for individual campus Senate committees as well as the systemwide University Committee on International Education, UCIE. On every other campus except UCLA, a Committee on International Education has replaced the Committee on Education Abroad and consequently broadened their scope. Moreover, the name change and broadening of scope would reflect the growing importance of international education to the Senate and UCSC as the campus responds to ongoing issues of globalization.

Existing Bylaw	Proposed Bylaw
13.16 Committee on the Education Abroad Program	13.16 Committee on <del>the Education Abroad Program</del> <b>International Education</b>
13.16.1 There are four Santa Cruz Division members, plus the Campus Faculty Director for the Education Abroad Program (a Santa Cruz Division member appointed by the Executive Vice Chancellor) serving <i>ex officio</i> . In addition, there are one non-senate teaching faculty representative, and no more than two student representatives. Where possible, preference in the selection of student representatives is given to former participants in the EAP. (Am 3 Dec 69, 13 Oct 76, 21 May 04; CC 31 Aug 98; EC 1 Aug 80, 18 Oct 91, 31 Aug 99, 31 Aug 04)	13.16.1 No Change
13.16.2 The Committee may concern itself with any aspect of the Education Abroad Program. It may take up related matters concerning extramural study by Santa Cruz students and other questions referred to it by other committees and the Division. It may solicit opinion from departments and members of the faculty. It may make direct representations to the	13.16.2 <del>The Committee may concern itself with any aspect of the Education Abroad Program. It may take up related matters concerning extramural study by Santa Cruz students and other questions referred to it by other committees and the Division. It may solicit opinion from departments and members of the</del>

<p>University Committee on the Education Abroad Program, the Director of the Education Abroad Program, or other administrative officers or bodies of the Academic Senate on any appropriate matter concerning the Education Abroad Program. (EC 12 May 97)</p>	<p><del>faculty. It may make direct representations to the University Committee on the Education Abroad Program, the Director of the Education Abroad Program, or other administrative officers or bodies of the Academic Senate on any appropriate matter concerning the Education Abroad Program. (EC 12 May 97)</del> The Committee advises the Senate, the Chancellor, and the Dean/Vice Provost of Undergraduate Education on matters related to international education on the UCSC campus, including the allocation of resources for international education, and on 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 CEP and the Graduate Council, it provides guidance, advice, and oversight regarding all academic matters related to international education.</p>
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Respectfully submitted,

COMMITTEE ON THE EDUCATION ABROAD PROGRAM

Rebecca Braslau

Junko Ito

Danny Scheie

John Isbister, ex officio

Casey Moore, Chair

Allyse Cope, Student Representative

Edris Rodriguez, Student Representative

Angela Elsey, Non-Senate Rep. Faculty

April 27, 2006

**COMMITTEE ON EDUCATIONAL POLICY**  
**Amendment to Regulation 10.2.2.3 on Transfer Credit**

To the Academic Senate, Santa Cruz Division:

The Committee on Educational Policy (CEP) is proposing an amendment to current Santa Cruz Regulation (SCR) 10.2.2.3 on transfer credit to simplify the process of satisfying campus general education requirements at other institutions.

As a campus of the University of California, we are part of a multi-tiered system that has a special emphasis on providing a relatively smooth transition from community college to UCSC. Based on a review of courses currently articulated with community colleges, as well as petitions for general education substitution frequently received by the Committee, CEP proposes the modification of this regulation.

One half of our transfer students have completed the Intersegmental General Education Transfer Curriculum (IGETC). In this program, students complete 11 courses: English composition (similar to C1), critical thinking (C2), mathematical concepts and quantitative reasoning, three courses in the arts and humanities, the three courses in a social and behavioral sciences, and two courses in the physical and biological sciences (at least one with laboratory). Students who have completed IGETC receive a waiver of all lower-division general education requirements at any UC or California State University (CSU) campus. The proposed change in regulation will affect the remaining transfer students.

There are slightly different arguments for each of these changes, and implementation of policies surrounding the transfer of Topical and Writing-intensive general education courses will vary slightly.

In the case of Topical courses, CEP will work with Admissions and the Campus Articulation Officer to enable the assignment of topical designations to appropriately focused transfer courses. That is, topical courses “shall present issues of broad social importance at a level appropriate to non-majors from either a multidisciplinary or disciplinary perspective.” In a proposed modification of regulation, CEP maintains the credit-based waiver of topical courses because the Committee does not expect a large number of transfer courses to fit the campus definition of a topical course. Thus, the simple method of topical waiver is maintained for transfer students, but possibility of fulfilling the topical course requirement at other institutions becomes available for matriculated students, for example, during summer at a local institution.

In the case of the Writing-intensive courses, CEP will ensure that courses articulated to carry this designation have a similar level of writing as is required in campus courses, for example as based on prerequisite courses. This modification also enables UCSC students to complete the Writing-intensive requirement at other institutions, assuming that the course has been appropriately articulated in consultation with the relevant faculty.

The Committee also proposes a wording change to more clearly state that four-unit quarter courses taken at other institutions may be used to satisfy the various “five credit hour course” general education requirements (10.2.2.1), but do not provide five units toward the 180-unit requirement

**Current wording**

**Proposed wording**

<p><b>10.2.2.3</b> Transfer or advanced standing credit may apply toward all of the requirements in SCR 10.2.2.1 except the Topical and Writing-intensive courses. Writing-intensive courses must be taken at UCSC. Because it is difficult to judge whether courses passed elsewhere meet the spirit of the topical course requirement, transfer students shall be exempted from up to three of these courses depending on the amount of credit transferred at the time of entrance. In partial satisfaction of the University of California, Santa Cruz campus general education requirements (as distinct from courses required for graduation), a transfer student is permitted to count an eligible course of 4.0 quarter units (or three semester units) in advanced standing as equivalent to a five-credit hour course at the University of California, Santa Cruz. Responsibility for assessment of work completed at other campuses of the University of California or at other institutions is delegated to the Director of Admissions. In making such assessments, the Director consults with the faculty when appropriate.</p>	<p><b>10.2.2.3</b> Transfer or advanced standing credit may apply toward all of the requirements in SCR 10.2.2.1. Because it is difficult to judge whether courses passed elsewhere meet the spirit of the topical course requirement, transfer students shall be exempted from up to three of these courses depending on the amount of credit transferred at the time of entrance. An eligible transferred course with a minimum of 4.0 quarter units or 3.0 semester units may be considered one course with respect to campus general education requirements. Responsibility for assessment of work completed at other campuses of the University of California or at other institutions is delegated to the Director of Admissions. In making such assessments, the Director consults with the faculty when appropriate.</p>
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Respectfully submitted,

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April 26, 2006

## COMMITTEE ON EDUCATIONAL POLICY

### Report on Undergraduate Graduation Rates

To the Academic Senate, Santa Cruz Division:

### Background

This report is submitted to the Santa Cruz Division from the Committee on Educational Policy (CEP) as the result of collaboration and consultation with the Committee on Admissions and Financial Aid (CAFA), the Committee on Planning and Budget (CPB), the Vice Provost and Dean of Undergraduate Education (VPDUE), the campus Office of Institutional Research, and attendees at the Senate's campus forum on retention.

In spring 2005, the Academic Senate expressed its high interest in and commitment to monitoring and improving our campus' graduation rates by passing a unanimous Senate resolution:

The Academic Senate requests that the 2005-06 CEP, in consultation with CPB and CAFA, seek to determine (1) the principal causes that prevent students from completing their degrees at UCSC and (2) whether there are policy changes that could be instituted, without negatively impacting the quality of undergraduate education, which could increase the graduation rate at UCSC. CEP is requested to report on their results at the final meeting of the Academic Senate in the 2005-06 academic year.

Discussion of the resolution also questioned whether or not retention varied among several specific subpopulations of student, and that is also discussed in this report.

Undergraduate retention is one of the most studied areas of higher education research. There are academic and non-academic factors involved in students developing a commitment to a particular institution and its degree. To enable this commitment, students must become socially integrated into the life of a campus, must feel comfortable, and must feel that they have "found a place". To be effective, policy changes must build on the successful efforts by many campus organizations in facilitating students' adjustment and engagement, socially and educationally, outside the classroom. In particular, CEP notes the work of the various resource centers and orientation programs in the colleges and Student Affairs as well as the student-initiated outreach and retention programs associated with the Engaging Education initiative.

This report would not have been possible without the exceptional and dedicated work of VPDUE William Ladusaw and Director of Institutional Research Julian Fernald. Much of the data they have gathered for the Senate are available on the VPDUE's Retention Web site, <http://planning.ucsc.edu/retention/>. This data is used throughout this report without citation.

### Summary of Recommendations

- 1. Adopt a campus goal of achieving a 6-year graduation rate of 80% by 2012.**
- 2. Adopt a campus goal of achieving a 2-year retention rate of 86% by 2010.**
- 3. Create a task force with representation across the campus to ensure continuing focus on retention, graduation, and their improvement.**

## Definitions and Data

There exists a broad range of quantitative measures for assessing programmatic and institutional success in undergraduate education. As students attend school to successfully complete degrees, measures based on graduation rate and, by extension, retention are the most widely used, and are the focus of this study. Many other measures are possible, such as the success of an institution in educating first-generation undergraduates.

## Graduation Rates

Freshman graduation rates refer to the percentage of first-time, first-year students who matriculated in a given fall term who go on to graduate within a specific number of years. The six-year graduation rate is commonly used in national and other rankings (e.g., US News & World Report and collegeresults.org). The six-year graduation rate of the 1999 cohort of entering freshmen, for example, measures the percentage of students who have graduated within 6 academic years, or before fall 2005. For the 1999 cohort, UCSC's six-year graduation rate was 70%, while the University of California system-wide average was 80%. For the 1994 cohort, the national average six-year graduation rate for public institutions was 58%.

Among the University of California campuses and institutions across the country, retention and graduation rates show a high correlation with selectivity. Santa Cruz is in its expected place among our campuses. Statistical modeling of graduation rates indicates that UCSC's is similar to that of other institutions with similar first-year student characteristics.

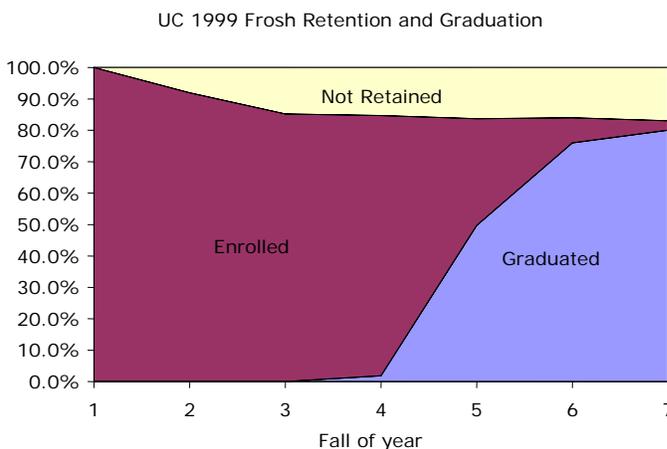
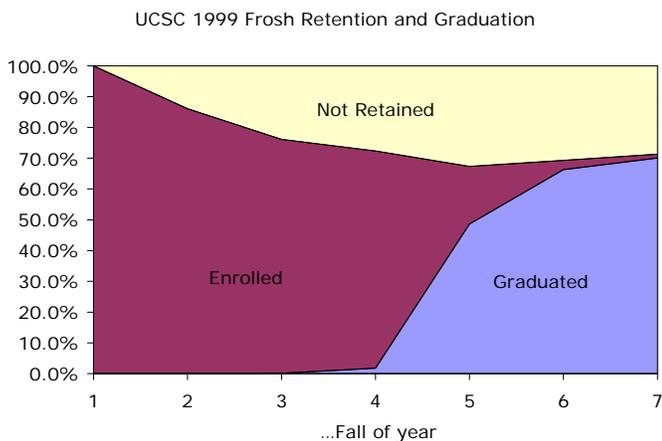
A concerted multifaceted effort will enable us to affect the six-year graduation rate of the fall 2006 entering class.

**Our first goal should be to achieve an 80% six-year graduation rate by 2012.**

## Retention Rates

A student who leaves our campus will not graduate from UCSC, and hence will not positively contribute to our six-year graduation rate. Retention rates are defined in a manner related to graduation rates. The one-year retention rate is the percentage of a cohort that is enrolled in the fall of the second year, and similarly for the two-year retention rate.

For the 1999 cohort, our campus' one-year retention rate was 86%, while the UC average was 92%. Similarly, the two-year retention rate was 76%, while the UC average was 85%. The differences between UCSC and UC retention and graduation rates can be shown graphically as three components: retained students, graduated students, and lost students. The diagrams below show the effects of UCSC's early difference in retention on the 6-year graduation rate measured in the fall of the seventh year.



Increases in retention rate present multiple feedback effects. As long as retained students complete their degree within six years, they will positively contribute to the graduation rate. An increase in the graduation rate will be noticed in various national indicators, increasing the reputation of the campus, which may increase the likelihood that students will remain at UCSC for their degree. Similarly, an increase in first-year retention of, for example, 100 students would allow the following year's entering class to be reduced by that amount. At current acceptance rates on offers of admission, this corresponds to well over 500 admissions, contributing to an increasing degree of selectivity. As selectivity increases, the reputation of the campus is also likely to increase, with a similar positive effect on future retention rates.

The first-year and second-year retention rates are improving. For the 2001 cohort, UCSC's one-year retention rate was 86%, and the two-year rate was 76%. For the 2002 cohort, these numbers are 87% and 77%, for the 2003 cohort 89% and 79%, and for the 2004 cohort, the one-year retention rate was 89%.

This is a promising trend, and bodes well for the campus' six-year graduation rate. To achieve success with respect to six-year graduation rates, we provide a second goal for the campus.

**Our second goal should be to achieve an 86% two-year retention rate by 2010.**

### Subpopulations

The Office of Institutional Research has extensively analyzed the 94-98 cohorts. It is possible to statistically model graduation rates based on student characteristics reported nationwide, including high school GPA, standardized test scores, gender, and ethnicity. Using these models and UCSC student characteristics, it is possible to determine subpopulations for which UCSC is doing better than expected or worse than expected, in comparison to national data. The analysis, summarized here, is available at <http://planning.ucsc.edu/retention/>.

It is unfortunately not feasible to perform this analysis based on family income, high school ranking (e.g., the API or Academic Performance Index), and a variety of other measures, but the available analysis provides many interesting results.

Overall, these models show that UCSC did slightly better than predicted with respect to each of these cohorts, with a predicted six-year graduation rate among all of these students of 64% and an actual graduation rate of 66%.

## Gender

Six-year graduation rates are higher for women than for men. Our campus is no exception, though does slightly better than modeled for our female students. These differences do not seem significant.

## Ethnicity

According to this model, the campus did very well with Chicano/a students. The data indicates that schools with students similar to ours will see six-year graduation rates for Chicano/a students of 48%, while our actual rate was 60%. Similarly the group of Other Latino/a students graduated at a rate 8% higher than modeled. The campus also performed well with African-American, Latino/a, Native American, and Other.

While all of these graduation rates are below the campus six-year graduation rate for these cohorts, it appears that our many excellent support programs are significantly helping students in the subpopulations, and hence our overall six-year graduation rate.

On the negative side, Asian students nationwide graduate at a rate slightly above average, but at UCSC this group of students graduated at slightly below the campus six-year graduation rate. This difference is primarily due to lower than expected retention rates in the first and second year.

The remaining subpopulations of White and Unknown graduated at rates essentially the same as predicted by the model.

## GPA and Standardized Tests

Nationwide, high school GPA is the best single predictor of graduation, and standardized test score also have a high correlation to graduation. To model these predictors, students were divided into quintiles. In the GPA models, UCSC performs 7% *worse* than expected for the top quintile, and 5% *worse* than expected for the second quintile. That is, *UCSC is losing its top students at a rate significantly higher than expected*. There is good news, however, in that UCSC performs 8% better than expected for the bottom quintile, and 7% better than expected for the quintile second from the bottom. That is, *UCSC does quite well in educating and graduating its less well prepared students*.

The standardized test results are similar to the GPA results.

## **Intended Major**

The Office of Institutional Research has studied the graduation rates of the 1996 frosh cohort according to the initial intended major and the final major. These data are prior to the implementation of advising clusters, and thus 36% of the students are undeclared. The graduation rates among students initially intending to pursue a School of Engineering (SOE) major, but graduating in any major, was 49%, and similarly Physical and Biological Sciences (PBS) was 59%, Social Sciences 63%, Humanities 65%, and Arts 71%. Intended SOE and PBS majors were the least likely to graduate with a major within that division (22% and 27%), followed by humanities (33%), Art (39%) and social sciences (41%).

These data are similar to that expected by other schools, but indicate in particular that the SOE and PBS may wish to continue and expand existing efforts to retain students within their majors, and that the SOE and campus should consider ways in which the campus may retain students who initially wished to pursue an engineering major. The Committee is wary, however, of drawing too many conclusions from this data because of the undeclared students and because of the growing selection of engineering programs, which may assist in the internal retention rate of that division.

## **Retention Forum**

CEP, CAFA, and the Academic Senate sponsored a campuswide Forum on Retention on February 10. The goal of the forum was to discuss the graduation rate and retention data and began addressing the questions asked by the Academic Senate at the spring 2005 meeting. The meeting featured review presentations by Director of Institutional Research Julian Fernald, CEP Chair Hughey, and CAFA representative Holly Cordova, (standing in for CAFA Chair Robert Coe, unable to attend due to illness), Vice Chancellor of Student Affairs Francisco Hernandez and several student groups engaged in retention efforts. Following these presentations, VPDUE Ladusaw moderated a forum on retention.

The Forum had approximately 75 attendees, including students, advising staff and student support staff, administration, and a small number of faculty. The audience expressed disappointment in the faculty turnout.

The forum also received written feedback from several attendees, available at <http://planning.ucsc.edu/retention/>.

## **Retention Task Force**

During the current year, the Committee on Educational Policy has focused on understanding the underlying issues and data concerning retention, and considering aspects of educational policy that may be adjusted to help increase our undergraduate retention and graduation rates (discussed in the next section).

Retention is not just a matter for academic programs and faculty, but also involves admissions, financial aid, support services and student life. It must be addressed in myriad ways by students,

program and college advising staff, student support services, residential life, business services, and, potentially, every unit on campus. There is no single approach to increasing retention and improving six-year graduation rates. UCSC's success in retention and graduation requires constant monitoring and innovation. As such, we recommend that the administration, in collaboration with the Senate,

**Create a task force with representation across the campus to ensure continuing focus on retention, graduation, and their improvement.**

The task force, drawing from this preliminary work, would:

- Collect, analyze, and publicize the most important data required for addressing the various issues of retention,
- Develop regular ways of getting information from continuing and departing students bearing on their commitment to graduating from UCSC,
- Develop effective coalitions among campus groups, student, staff, and faculty, involved in undergraduate retention, and
- Determine effective ways in which the campus, academic divisions, colleges, student affairs, departments, and other units may invest in retention experiments.

**Approaches to Retention**

At the same time as studying underlying issues of retention, the Committee on Educational Policy and the Committee on Admissions and Financial Aid, with advice from CPB, have arrived at several philosophies surrounding retention issues and ways in which we may continue the upward trend in retention and graduation rates on our campus. The ideas fall into four categories: admissions and financial aid, academic program preparation and selection, student mentoring, advising and monitoring, and program assessment. CEP has begun addressing many of these items, and expects to continue working on these next year in collaboration with the proposed task force, other Senate committees, and the administration.

**1. Admissions and Financial Aid**

National and UC statistics show a strong correlation between selectivity and retention and graduation rates. A student's commitment to a campus often begins with selection, and over the past several years UCSC's improvement in retention has followed modest increases in selectivity. To increase the number of students who choose Santa Cruz, we need to get the message out ever more widely and effectively about the excellent education and college experience we offer students. Also, for most students, financial aid is a crucial factor in their ability to enroll, remain, and succeed in classes, and to graduate.

- Provide resources to strengthen admissions outreach and yield programs.
- Increase resources available for financial aid.
- Encourage the entire campus community to participate in attracting qualified students to UCSC.

Preliminary enrollment statistics after this season's intense yield effort show that these measures can be very effective.

## 2. Academic program preparation and selection

Students who are committed to UCSC are less likely to leave our campus. One of the first steps in committing oneself to a UCSC bachelor's degree can be engagement in a specific degree program. Of course, many students come to our campus not fully prepared for their selected area of study, and these students may become frustrated taking courses for which they are not ready. Selection of a specific degree program, and future success in that program, requires a combination of education, preparation, and opportunity.

Students must be educated, and be able to educate themselves, in the possible degree options that fit their intellectual strengths and their personal and career goals.

- Consider strengthening the general education system to include a goal of major exploration and education.
- Require programs to clearly articulate their degree objectives and ensure that students are aware of a variety of career opportunities after completion of the degree.
- Encourage programs to examine their curricula to ensure that students can engage with material of interest and challenge in the first year, preferably in small groups.
  - This is particularly important for PBS and SOE majors due to large numbers of prerequisite courses and relatively low retention rates. This is also important for majors with few lower-division requirements, as students may see no need to engage in the major, and hence UCSC, early.
  - Approaches can include low-unit seminars, topical courses, and targeted program advising.

Engagement in a specific major does little good if the student is under-prepared for success in that major. Thus, we need to ensure a high level of commitment to learning support in the fundamental areas of major preparation, both those common to all or many areas as well as those specific to one individual major.

- Investigate how performance in major preparation and gateway courses, including writing, mathematics, languages, and physics and chemistry, is related to retention and graduation.

Students must have the opportunities to engage in their desired majors and major courses. Students, especially those with high preparedness, may leave UCSC because of the scope of our offerings, insufficient capacity in high-demand majors, or insufficient opportunities for engaging challenges within their intended area of study.

- Achieve awareness of developing trends in student major interest and ensure that UCSC has an appropriate and excellent portfolio of degree objectives.
- Monitor curricular bottlenecks and ensure first and second-year students have priority in key lower-division courses (in progress).
- Encourage programs to develop Honors Majors, Intensive Majors, BS/MS, and undergraduate research programs to ensure that top students have an outlet for their excellence. These programs should stretch down into the first and second-year to have an effect on retention of top (and other) students.

### **3. Student mentoring, advising and monitoring**

Students who have connected to UCSC will be more likely to remain committed to completion of the UCSC degree program. In addition to curricular and preparatory foci, we need to ensure that the advising and support system for students encourages their integration in the community. Our advising and monitoring processes and procedures should allow top students to pursue their objectives easily, while at the same time enabling us to closely monitor all students to determine whether or not they need additional help in achieving their objectives.

- Colleges and Student Affairs should actively consider mechanisms for assisting the development of academically-focused communities surrounding degrees or clusters of related degrees.
- Programs should consider development of community-building activities and organizations among their majors, especially first-year and second-year students.
- Maintain and expand the use of advising clusters to ensure that the advisers know a potential degree objective for every entering student (in progress).
- Simplify the major declaration process and advance the major declaration deadline to ensure students receive the advising most appropriate to their goals (in progress).
- Modify the minimum progress standards to catch potential problems early (complete).
- Modify the maximum progress standards to remove administrative hurdles to pursuing credit-intensive majors and double majors (in progress).
- Reconsider the double counting rule for double major and major/minor combinations, as such restrict the opportunities for high-achieving students.
- Reconsider the quarterly exception process for high course loads (in progress).

### **4. Campus unit and program assessment**

Historically, the campus has had an overwhelming focus on raw enrollments, especially at the undergraduate level. While enrollments are arguably what brings resources to our campus, this systemic focus has not assisted us in our desire to graduate students and increase the quality of the undergraduate educational experience. Responsibility for adjusting this system lies primarily with the central administration.

- Automate the collection and distribution of program-specific retention and degree statistics, including comparative benchmarks.
- Incorporate retention and graduation rates as a major part of the external review process.
- Develop tools for analyzing and reporting curricular and other bottlenecks, and engage programs in discovering ways to overcome them.
- Focus annual reports and assessments on BA, BS, and BM degrees granted.
- Assign resources to collect and analyze data relevant to undergraduate retention and graduation rates, including retained and non-retained student surveys, and other data that may assist the proposed task force.

## **Resolution**

**Whereas** the Faculty of the University of California, Santa Cruz, desire all admitted undergraduates to complete their UCSC degree, and

**Whereas** the loss of first and second-year students is a primary cause of lack of degree completion, and

**Whereas** many approaches exist for improving first and second-year retention,

### **Therefore Be it Resolved**

**That** the Santa Cruz Division requests the Chancellor and Executive Vice Chancellor to ensure that issues of retention and graduation are a key component of academic and budgetary planning and evaluation; and

**That** the Santa Cruz Division requests the Chancellor and Executive Vice Chancellor work with the Division to establish a task force on retention that brings together those with interests and with authorities related to retention and graduation; and

**That** the Santa Cruz Division requests each of its programs to consider ways to improve retention and graduation among its students with particular attention to students seeking academic challenge in the lower division.

Respectfully submitted,

### COMMITTEE ON EDUCATIONAL POLICY

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May 4, 2006

**Committee on the Library**  
**Report on Senate Resolutions on Scholarly Publishing**

To the Academic Senate, Santa Cruz Division:

To address a number of concerns regarding the state of scholarly publishing, in the spring of 2005 the Santa Cruz Division of the UC Academic Senate passed four resolutions addressing key issues in scholarly communication. The Committee on the Library (COL) was charged with their implementation.

Recently the systemwide Special Committee on Scholarly Communication (SCSC) submitted a series of five draft white papers and a policy proposal regarding scholarly communication (<http://www.universityofcalifornia.edu/senate/committees/scsc/reports.html> ). These papers touch on many of the issues in the Santa Cruz resolutions and we are pleased that this important subject is receiving attention at the systemwide level.

COL's progress in implementing the Senate Resolutions passed in 2005 is outlined below.

At its May 2005 meeting, the UCSC Division Academic Senate resolved:

*1. To propose the following principle be conveyed to UC negotiators to use in their negotiations with journal publishers. Where publishers submit systemwide contracts for access to online content with prices which exceed the consumer price index by more than 1.5% in any one year then that contract should be referred to the Committee on the Library of the UC Academic Senate (UCOL) for comment.*

Toward this goal, our committee informed the systemwide Library committee (UCOL) of our resolution. We also conveyed that this was a particularly urgent issue at UCSC and that we were forced to cancel 152 journal subscriptions last year. We should point out that communication with UCOL has been greatly facilitated by the fact that Ben Crow, former chair of the COL at Santa Cruz, is the current chair of UCOL. Ben played a significant role in drafting the 2004 UCSC Senate Resolutions. In addition, the current COL Chair, Bill Sullivan, is a member of UCOL and therefore is able to directly communicate the views of the UCSC Senate on this issue.

One of the draft white papers produced by SCSC is titled "The Case of Journal Publishing" and calls for journal publishers to follow a number of ideal journal publishing practices. These include: seeking only copyrights necessary for first publication, avoiding monopolistic pricing, providing transparent financial information, and enabling the maintenance of a persistent scholarly record. Our committee supports the steps outlined in this white paper.

Our committee is of the opinion that the issue of pricing is especially critical. Therefore both in a written statement and verbally at the UCOL meeting, we made it clear that most of our combined efforts should focus on journal subscription rates.

*2. To propose that the UCSC Senate establish a task force including former chairs of CAP to explore ways to meet the challenge of academic evaluation in an era when publication and performance possibilities are changing.*

At the request of COL, the Senate Executive Committee passed COL's draft charge to the Committee on Committees to staff a task force for the 2006-07 academic year.

*3. To propose that the UCSC Academic Senate, in collaboration with the UC Academic Senate and the UC Administration, take urgent steps to explore the restructuring of the University's copyright policy to assert a collective right, under the direction of individual faculty, to distribute faculty work for research and teaching.*

This has been a particularly difficult issue for COL to address. The legal issues surrounding copyright are beyond the expertise of the Committee. The Committee has encouraged exploration of this issue at the systemwide level and read, discussed, and provided feedback on the related SCSC white paper.

The Special Committee on Scholarly Communication produced a draft white paper titled "The Case of Scholars' Management of Their Copyright." That paper suggests that publishers seek only copyrights necessary for first publication of the work, and that faculty retain or share other rights, including the right for classroom use, non-profit distribution following first publication, and the right for archival preservation by a University entity. To add value and make an economic return, publishers do not need full transfer of copyright ownership, as is current practice. Most business needs can be met by securing an exclusive right of first commercial publication, with requests for other rights such as foreign distribution and reprinting, made when and as necessary. Authors and their institutions then retain and take advantage of other copyrights as needed for research, teaching, content management, and continued influence.

Although COL agrees with the spirit of SCSC's white paper on copyright, we have some reservations about the accompanying proposed Scholarly Work Copyright Rights Policy. That policy has the faculty granting the Regents a "limited, irrevocable, perpetual, worldwide, non-exclusive license to place the faculty member's work in a non-commercial open-access on-line repository." Although there is an opt-out clause, COL is concerned that faculty may be placed in untenable positions with respect to conflicting publisher and UC copyright policies. No one on our committee has experience or training in this area, and we have forwarded this concern in writing to the UCOL. We suggested soliciting expert legal advice before a formal policy is put forth. We also expressed this concern in a conference call with UCOL. At the conclusion of the call, the consensus was that UCOL will obtain expert advice from copyright lawyers and the white paper and proposed policy will be appropriately modified.

Currently UCSC and UC Merced are the only campuses that are not members of the Association of Research Libraries. Among the many advantages of membership is access to legal advice concerning copyright issues.

*4. That the UCSC administration explore the establishment of an Office of Scholarly Communication or similar administrative unit to take responsibility for the persistent stewardship of all forms of scholarly communication.*

To accomplish this, COL proposes the establishment of liaisons between each department and the library. The liaisons would communicate the existence and relevance of open access venues as well as advising librarians on collections relevant to their discipline. We estimate that these appointments would incur a modest commitment (~ 2 hours/quarter). COL proposes that each department appoint a faculty member as their library liaison. In February, COL sent a letter to every department chair requesting that they appoint a faculty member by April 15, 2006.

The appointment of liaisons is just the first step toward meeting the spirit of this resolution. COL will also encourage the UC libraries to purchase the smaller name journals in order to support them for fields where the journals are not as available electronically as for others.

In addition, we are exploring the possibility of altering the charge of COL so that it explicitly includes scholarly communication. As suggested by UCOL, this may involve changing the name of the committee to "The Committee on Libraries and Scholarly Communication." This is still under discussion as it would entail a significant increase in workload for the committee.

Respectfully submitted,

COMMITTEE ON THE LIBRARY

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May 2, 2006

**Committee on Preparatory Education  
Proposal for Increased Curricular Support for Students Under-Prepared for  
University-Level Writing**

To the Academic Senate, Santa Cruz Division:

## **OVERVIEW**

In recent years UC Santa Cruz, like the University of California systemwide, has seen a steady increase in the percent of newly admitted freshpersons who have not satisfied the Entry Level Writing Requirement (ELWR). The reasons for this upward trend in ELWR enrollments have not been fully charted, but the fact remains that increasing numbers of students arrive on campus challenged by university-level English.

Many of these students are English language learners (ELL), as documented by their writing and scores on the systemwide UC Analytical Writing Placement Exam (UCAWPE), taken in May of their senior year in high school by most newly-admitted UC students. Non-passing exams that exhibit significant features characteristic of the writing of non-native speakers of English or English language learners (ELL) are flagged for campuses to review for appropriate placement within their ESL or writing curricula. Non-passing exams with this ELL designation coming to UCSC have increased from 11% of the ELWR-liable students in 2001 to 20% in 2004 and 19% in 2005.

In addition to ELL writers, ELWR students include monolingual native English speakers and bilingual “Generation 1.5” students who have received all or most of their schooling in the U.S. but who nonetheless struggle with the demands of written English. Many come from under-resourced high schools in California that have not adequately prepared them for university-level challenges in reading and writing.

Given documented shifts in the demographics of California, it is likely that this population will continue to swell and be significantly represented among UCSC’s new students each year. The markers of this trend include a systemwide increase in not-passing exams during the annual May administration of the Analytical Writing Placement Exam, and the following developments at UCSC:

- An increasing percentage of incoming freshpersons in ELWR sections of Core classes;
- An increasing percentage of ELWR-liable students identified as English language learners;

- An increasing number of students at risk of being barred from further enrollment at UCSC for not having been able to satisfy the Entry-Level Writing Requirement within the four quarters allowed them.

Statistics from fall 2005 also suggest that a drop in the pass rate for the November (campus) administration of the exam may be another marker of this trend. (The pass rate for one exam administration is not enough to indicate a trend; nevertheless, other UC campuses that admit undergraduates saw a similar significant drop in the November pass rate.)

All of these markers appear within the larger context of UC enrollment. Enrollments at almost all of the UC campuses fell below expectations in 2005-06; the resulting competition among UC campuses for this smaller pool of students continues today. Such competition will have predictable results for UCSC: a larger number of the students who wind up enrolling here will come from the lower reaches of the UC eligibility index (the top 12.5% of California high school graduates). These changes will further affect the percentage of ELWR-liable and ELL students enrolled here, if they have not already.

These students have satisfied UC admissions requirements and have been admitted to the UC system. They deserve the complete support of the campus in meeting their writing requirements and achieving success at the university.

Students at UCSC have four quarters after initial enrollment as freshmen to satisfy the ELWR. At the end of their fall college Core course, ELWR students' writing proficiency is assessed again. Over the past six years, the November ELWR pass rate has steadily averaged about 78%, but slipped to an unusually low 71% in November 2005. Furthermore, over the five-year period from 2001-2005, the number of fourth-quarter students at risk of being barred for failing to satisfy the ELWR increased from 14 in 2001 to 42 in 2005. Of those 42, at the end of fall 2005 nine were in fact barred. Of the others, many managed to meet the requirement only after four quarters of hard work with considerable writing support—support at a level that does not continue for these students thereafter.

These numbers are relatively small, but nevertheless cause for worry. Increasing numbers of students are at risk of being barred, and increasing numbers of students are enrolling in one, two, or three additional entry-level writing classes after their initial ELWR section of the college Core class.

The effect of this increase is felt primarily by the Writing Program, which has a fixed TAS budget (13 FTE as of 2006-07) to cover the salaries of the large group of Non-Senate Faculty (NSF) who primarily staff the classes. The math is straightforward: the more ELWR classes the Writing Program offers, the less money there is to fund the first-year writing course (Writing 1/Writing 2) that 80% of any incoming class is required to take after having satisfied the ELWR. The Writing Program has a record of effectively and cost-efficiently helping students meet the ELWR without hindering their progress to degree, by teaching them in university-level writing courses (rather than diverting students into non-credit-bearing courses or into a separate track of pre-ELWR "ESL")

courses); nevertheless, the changing needs of the first-year student population place an increasing claim on an inelastic TAS budget.

In order to address these problems, the Committee on Preparatory Education (CPE) is making the following recommendations for changes to the campus ELWR curriculum:

1. Require that all first-year students who fail to satisfy the ELWR at the end of their first quarter of enrollment enroll in at least one additional writing course (Writing 20) during their first year, as per Divisional Regulation 10.5.2, which requires students to continue enrolling in “Subject A” (now ELWR) classes until they satisfy the ELWR (or are barred). Enrollment in such classes has been treated as a strong recommendation, not a requirement, until now.
2. Enhance language instruction for ELL students.
3. Restore, with 2 units of workload credit, Writing 10A, 10B, 10C—enrolled tutorials, for students concurrently in ELWR classes, that were cancelled when the Writing Program’s funding for tutoring was cut in 2003.
4. Sponsor seed funds for a longitudinal study of student writing.

Our analysis estimates that these changes could be achieved with a modest campus investment of roughly **\$42,350** in the first year, and **\$38,500** per year thereafter.

A revised ELWR curriculum that more directly meets the needs of the most at-risk population of students will likely have several salutary effects. The changes will:

- Decrease the number of students barred, thus improving the campus’s first- and second-year retention rates;
- Speed the progress of students needing more than one quarter to satisfy the ELWR;
- Better equip under-prepared students to meet the challenges of university-level writing and increase their chances for success in courses across the curriculum.

The question of retention is currently high on UCSC’s agenda. The campus is evidently doing a better job of retaining its less well-prepared students than its top students, but all successful efforts at retention will serve student, and campus, needs. The seemingly small number of students at risk of being barred for ELWR after four quarters at UCSC (42 in fall 2005) is nevertheless significant: it could reduce one-year retention rates posted by IRPS by 1.5 percentage points, and would have an even greater impact on the retention rates of some underrepresented ethnic minorities. These students contribute significantly to economic, ethnic and linguistic diversity at UCSC, an acclaimed priority of the Chancellor and Academic Senate. Having earned admission to UC, they deserve our full support in overcoming shortcomings in their high school preparation and preparing them to succeed at UCSC.

Intervening at the front end of students' university education will help them get over one bar to retention, the ELWR. Given the university's standard for writing proficiency, the ELWR can be seen as a process for ensuring that resources are directed toward students who need them; indeed, the annual UCOP Report on ELWR notes that "the purpose of the [entry-level writing] assessment is to ensure that students have the writing skills necessary to succeed in UC level courses in their first two years," by "placement in appropriate English composition courses." Front-loading instructional support for ELL and other basic writers puts them on track to retention and success before they begin to fail, become discouraged, accept limited options in their studies, or settle for mediocrity. Most significant in terms of impact on the campus as a whole, providing resources at the front end will help these students more quickly write successfully on a campus that expects writing competence among its students.

## **BACKGROUND INFORMATION**

### **UCSC's ELWR Curriculum**

Entering UCSC students held for the ELWR enroll in designated sections of their college Core classes (College 80A) taught mainly by trained writing instructors. Twenty-four of these courses are funded by the Writing Program; the remainder—about 25-30 annually—are funded by the colleges. New first-quarter students identified as ELL writers are also encouraged to enroll in Writing 22A, a 3-unit grammar workshop designed to piggy-back on their work in Core classes and requiring no original papers. In the past several years, the Writing Program has offered three sections of Writing 22A each fall, paid for by Learning Support Services and Educational Opportunity Programs (EOP).

Students who still need to satisfy the ELWR after one quarter on campus have several more ELWR-related courses they can take, all offered by the Writing Program. Writing 20 (The Nature of Written Discourse) in the winter and Writing 21 (Meaning and Style: The Sentence in Context) in spring are both 5-unit courses requiring papers. Writing 22B (Grammar and Editing Workshop), offered for 4<sup>th</sup>-quarter students who still need to satisfy the ELWR, is a 3-unit language workshop requiring no original papers but designed to support students' writing in concurrently-enrolled disciplinary courses. It offers practice in recognizing and editing common patterns of error, and takes as texts the writing students do in concurrent courses requiring papers.

Tutoring support is available to ELWR students on a fee-for-service basis, with fee waivers available to students already eligible for such waivers and free writing assistance available to EOP students. Until funding cuts imposed in 2003, the Writing Program was able to support free tutoring for all students enrolled in ELWR classes, via workload-credit tutorials (Writing 10A, 10B, 10C) that were cut concurrently with funding. Participation in tutoring was then close to 100%.

**Current ELWR Course Offerings**

	Fall (1 <sup>st</sup> quarter)	Winter	Spring	Fall (4 <sup>th</sup> quarter)
<b>5-unit writing courses</b>	Core 80A (approx. 50 sections) + tutoring recommended (formerly required)	Writing 20 (elective: <sup>1</sup> 10-12 sections) + tutoring	Writing 21 (elective: 3-4 sections) + tutoring	
<b>3-unit language workshops</b>	Writing 22A (3 sections)			Writing 22B (elective: 2 sections) + tutoring

In 2004-05, with a fall freshperson enrollment of 3,122, the Writing Program offered 10 sections of Writing 20 and 3 sections of Writing 21. In 2005-06, despite a drop in fall freshperson enrollment to 2,950, the Writing Program has had to offer 12 sections of Writing 20 and 4 sections of Writing 21.

Unlike most other UC campuses, aside from Writing 22A and Writing 22B, UCSC offers no courses specifically for ELL students, nor is there a separate “ESL” program. ELL students are integrated into the regular Core and Writing curricula. (As students move through the ELWR curriculum, however, the percentage of ELL, bilingual and other language-minority students per course increases considerably.) This practice has effectively taught ELL students without stigmatizing or marginalizing them by putting them in a separate track of courses. But it places special pressure on the Writing Program to provide instruction suited to students with language challenges. As California’s population has changed, increasing numbers of students enter UCSC needing to develop greater proficiency in standard written English, a responsibility borne solely by the Writing Program.

**UCOPE Recommendation on Class Size**

UC’s systemwide Committee on Preparatory English has acknowledged the need to strengthen curricular support for the growing ELWR population. A recent recommendation from UCOPE, endorsed by UCEP and Academic Council Chair George Blumenthal, recommended that classes helping students satisfy the ELWR be capped systemwide at a maximum of 20. As of 2004, only three of the (then) eight UC campuses serving undergraduates met this cap; of those, only one, UC Berkeley, met or bettered

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<sup>1</sup> Writing 20, 21, and 22B have been de facto electives because Divisional Regulation 10.5.2 has not been enforced.

UCOPE's recommended target cap of 15 per ELWR class.<sup>2</sup> UCSC caps its ELWR classes at 22. In practice, this means that the Writing Program enrolls Writing 20, 21, and 22A/B at 22 students per course. College Core classes for ELWR-liable students are enrolled according to standards set at the colleges; anecdotal information suggests that college-enrolled ELWR classes range from 18 (a few) to 22. The Academic Council, reported Chair Blumenthal, "agrees with the committees' conclusion" to cap classes at a maximum of 20 "because of the unique value of writing classes and the unusual demands of writing instruction," and found the estimated systemwide cost of \$270,000 to be a "reasonable amount in light of what may be gained in effectiveness and broad educational benefits."

If this recommendation is implemented by UCOP, funds will pass through to the individual campuses, including UCSC, and so should not increase pressure on the budgets of either the Writing Program or the colleges, the units sponsoring ELWR-related courses. Though reducing class size would inevitably mean offering more sections of certain classes, it is likely that reduced class size will lead to greater student success in the earlier classes in the ELWR series. Thus, though we estimate that a decrease in class size would mean an increase of 3-4 in the number of Writing Program ELWR classes needed (1-2 in winter, and one apiece in spring and fall, the latter for fourth-quarter students), it is possible that the addition of only a single section of Writing 20 (a second-quarter ELWR class) would help improve students' chances of satisfying the ELWR in two (College 80A plus Writing 20) rather than three or four classes. College Core classes devoted to ELWR would also be affected by this change, though the effect on number of classes is a bit harder to estimate. Some colleges run ELWR sections smaller than 22 students already; also, as these classes are formula-funded, incremental decreases in the sizes of ELWR sections may be absorbed by incremental increases in the sizes of non-ELWR sections, up to a cap of 24.

No formal study has been conducted at UCSC to assess the effect of increase of class size on success rates (e.g., passage of the ELWR, success in subsequent classes requiring writing). But research conducted and recommendations offered on a national level have amply supported the conclusion that class size affects student learning. CPE would welcome the endorsements by the Academic Senate and of campus administration of this Academic Council-approved shift in ELWR class size.

## **PROPOSAL FOR CHANGES TO ELWR CURRICULUM**

Though reducing class size in ELWR courses would unquestionably benefit students, the particular circumstances of UCSC's ELWR program, and especially its services for ELL and other multilingual students, require additional curricular change as well.

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<sup>2</sup> UC Berkeley's 14-student classes are unique in the system. They offer 6 graduation credits and help students simultaneously satisfy the ELWR and the first half of UCB's composition requirement, making the classes particularly efficient. (UCSC's ELWR sections of Core help students satisfy the C1 requirement in time with their classmates; thus, like Berkeley's classes, students may satisfy the ELWR and the first half of the campus composition requirement simultaneously.)

**Recommendation #1: Require Writing 20 of students who do not satisfy the ELWR by end of first quarter of enrollment, and enforce Divisional Regulation 10.5.2 requiring continued enrollment in ELWR classes until the requirement is satisfied.**<sup>3</sup>

CPE recommends that students who don't satisfy the ELWR in College 80A should be required to enroll in ELWR classes until they satisfy the requirement. In practice, for students who remain ELWR-liable at the end of fall quarter, this would mean requiring Writing 20. (Students who take winter quarter off would simply enroll in Writing 21 in the spring.) This measure would increase the likelihood of all students' passing the ELWR in four quarters, as taking a writing course immediately after College 80A would help students retain what they've already learned and build on it. It would also mean that a number of students who currently sit out Writing 20 (winter) in favor of Writing 21 (spring) would satisfy sooner, and get on with other requirements such as C2.

The current status of ELWR classes as (de facto) elective rather than required has unnecessarily hindered the progress through General Education requirements of many of these students, and put some at risk of failing to satisfy ELWR within the allowed four quarters. Statistics compiled by ELWR coordinator Maria Cecilia Freeman indicate that of the 42 students at risk of being barred in fall 2005, 18 had declined to enroll in any post-Core writing course during their first year. Five of the 18 were barred at the end of fall, and the others were unnecessarily delayed in their progress to degree. By insisting on continued enrollment in ELWR classes, this proposed change would ensure that the most challenged students will have a contiguous two-course sequence and the spring course will have a more homogeneous population—mostly ELL students—which would allow more effective instruction.

- **Policy implications:** None: required enrollment in ELWR classes is already on the books as Divisional Regulation 10.5.2.
- **Resource implications:** At 22 students per class, the current class limit for the ELWR series, we estimate the Writing Program would need an additional 3 sections of Writing 20. (The Writing Program usually runs 10-12 sections each winter). At \$7700 (including benefits) per lecturer-taught class, the additional classes would cost about **\$23,100**. (For per-course cost, see Appendix A, CPB's recent report on the Writing Program's finances, p. 7.) Should the Academic Council proposal on ELWR class size reduction go through, there would likely be need for a fourth new section, but that cost would be covered by UCOP. The cost of additional sections of Writing 20 might be offset by a small reduction in the number of sections of Writing 21 in the spring (currently 3-4 annually) as students satisfy the ELWR earlier than they currently do.

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<sup>3</sup> This Regulation requires continued enrollment in ELWR classes within the time-frame imposed by UC policy. At UCSC, students must satisfy the requirement by the end of their fourth quarter or be barred from further enrollment.

Resource implications also include the effect of any change in policy on advising staff. College advisors and preceptors would bear much of the weight of reminding students to enroll. College 80A instructors would of course play a role as well, as would the ELWR Coordinator, whose job would expand to track down those students who don't immediately enroll.

Finally, requiring Writing 20 might have consequences as well within certain departments whose major requirements entail a fixed sequence of courses. A disproportionate number of first-year students in Writing 20 believe that they will major in Social Sciences (33% in 2006) or Physical and Biological Sciences (26%). Several majors in those divisions have relatively high numbers of required courses and a relatively fixed pathway through them. Cooperation with these programs would be essential in capturing their students for Writing 20 and ensuring that college and departmental advising were not in conflict with each other.<sup>4</sup>

**Recommendation #2: Enhance language instruction for ELL students.**

The current group of ELWR-related classes has proven insufficient to meet the needs of those students most at risk of being barred from further enrollment because of their writing.

Of the 42 fourth-quarter students with a hold on their further enrollment in fall 2005, 33 enrolled in Writing 22B (3-unit Grammar and Editing Workshop). However, the workshop and the configuration of courses that preceded it were insufficient in different ways for overlapping segments of the class: both ELL students who needed more intensive writing practice that also incorporated language instruction, and students who needed primarily the rhetorical and writing process instruction offered in a full 5-unit writing course. Six students in Writing 22B failed and were barred, while some who met the ELWR passed only marginally—a serious concern because only minimal support is available to students once they satisfy the ELWR.<sup>5</sup>

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<sup>4</sup> These issues are already under consideration by the “At-Risk Students Committee” convened by Learning Support Services Director Holly Gritsch de Cordova. Suggestions that have emerged in those discussions include creating a written advising protocol for all preceptors and advisors, explaining about ELWR and the courses, since not all of them are well-informed. They are also talking about ways to make first-year advising more timely and consistent to help students manage competing pressures from the ELWR and their majors. Advisors might even make more use of “Advising Holds” that require students to come in and talk with them in order to enroll.

<sup>5</sup> Tutoring support has been much diminished in recent years. The Writing Program has no funds available for tutoring. EOP/Learning Support Services provides tutoring to EOP students; EOP/LSS and several of the colleges also provide drop-in tutoring, and a program of “modified supplemental instruction”—peer-led workshops—attached to certain larger courses with a history of high failure rate. Overall, there are relatively few services available to the general student population, and even fewer to those students whose extended ELWR histories do not include EOP status.

Though there are a number of reasons students find themselves at risk of being barred, the single largest group of students in this category are ELL/bilingual writers. Currently, the only courses specifically targeting ELL writers are the grammar and editing workshops for first-quarter (Writing 22A) and fourth-quarter (Writing 22B) students. CPE proposes to add a 3-unit Writing 22B workshop in the second quarter linked with Writing 20, and to transform the fourth-quarter offering into a 5-unit course requiring papers, Writing 23.

Adding language workshop courses (by instructor recommendation) in the second quarter to piggy-back on Writing 20 would help ELL students gain greater control over their writing and editing, and thus better equip them to succeed in courses requiring writing. Requiring Writing 20 as a prerequisite to Writing 21 (Recommendation #1) will mean that Writing 21 will be populated almost exclusively by students with considerable language challenges, and the course plan could thus integrate the kind of grammar and editing practice that would otherwise be supplemental in a Writing 22 workshop. Finally, transforming the final course in the ELWR series into a full-fledged writing course (Writing 23) would recognize the considerable need for additional writing practice experienced by students who have been unable to satisfy the ELWR after three previous writing courses. The Writing Program is already at work developing a new course proposal for Writing 23, and hopes to offer two sections of this course in lieu of the workshop course in fall 2006.

### Proposed ELWR Course Offerings<sup>6</sup>

In the following chart, changes proposed to current ELWR offerings are bold-faced.

	Fall (1 <sup>st</sup> quarter)	Winter	Spring	Fall (4 <sup>th</sup> quarter)
<b>5-unit writing courses</b>	Core 80A (approx. 50 sections) + tutoring/ <b>Writing 10A</b>	Writing 20 ( <b>required: 13-16</b> sections) + tutoring/ <b>Writing 10 B</b>	Writing 21 ( <b>2-4</b> sections) + tutoring/ <b>Writing 10C</b>	<b>Writing 23</b> (1-2 sections) + tutoring
<b>3-unit language workshops</b>	Writing 22A (3 sections)	<b>Writing 22B (2 sections)</b>		

<sup>6</sup> Number of sections varies, most notably among the Writing 20 classes, for two reasons. (1) Fall ELWR pass rates determine the number of students who might be required to take Writing 20. If incoming classes include higher numbers of ELL students, as is likely, we should expect higher numbers of Writing 20 sections. (2) If the Academic Council's recommendation on ELWR class size is approved, the number of sections needed will increase accordingly. These reasons will also affect the number of spring courses needed. If students no longer have the option of skipping Writing 20 in favor of Writing 21, more students will satisfy the ELWR sooner, possibly reducing the minimum number of Writing 21 classes needed from 3-4 annually to 2-3.

This would be the full ELWR sequence. In the first quarter, Writing 22A enrollment priority would be for new ELL frosh in Core. In the second quarter, Writing 22B enrollment priority would be for ELL students concurrently enrolled in Writing 20. In the fourth quarter (fall), Writing 23 enrollment priority would be for 4th-quarter ELWR students, and potentially open to others by interview.

- **Resource implications:** The expected cost of adding two workshop classes (winter Writing 22Bs) and transforming the two fourth-quarter workshop classes into 5-unit writing classes (fall Writing 22Bs shifted to Writing 23s) should be about equivalent to adding two additional 5-unit courses: about **\$15,400** including benefits (two 3-unit classes plus two units apiece added to two existing 3-unit classes).
- **Additional resources:** As has already been the case, we expect both Writing 22A and the new winter Writing 22B would attract additional groups of students beyond those targeted here: transfers, EAP, re-entry, and other bilingual students who want the support and reassurance of a grammar/editing review. International graduate students have also sought out these workshops. Additional funding may be available from EOP, LSS, and Services for Transfer and Re-Entry Students (STARS)—and possibly even the Graduate Division—to support either special sections for these students, or to help pay for existing sections.

**Recommendation #3: Restore Writing 10A, 10B, 10C with 2 workload credits.**

Learning Support Services has proposed to fund writing assistance for all ELWR students via student registration fees. This proposal is currently under review by the Student Fee Advisory Committee and should be ruled on by the end of the academic year. We are hoping for a favorable outcome. Should the funding become available, we would also like to propose the restoration of enrollment in Writing 10A (fall), 10B (winter), and 10C (spring), tutorials taken for workload credit only concurrently with College 80A, Writing 20, and Writing 21. (Should the Student Fee Advisory Committee not provide funding, we will rework this proposal to include funding for tutoring and restoration of Writing 10.)

Through 2002-03, the Writing Program, with the support of the EOP program, was able to support tutorials of up to 5 hours per quarter for all students held for the ELWR (then called Subject A). (EOP's budget allowed up to 20 hours for eligible students, an allowance that still stands today.) The tutoring, conducted by trained peer writing assistants, counted as a tutorial: students received 2 units of workload credit and signed up for a course, Writing 10A, B, or C, whose instructor of record was the instructor of their ELWR-related course. Though not required, Writing 10 was universally expected of all ELWR students, and the tutorial offered two significant advantages: (1) concentrated supplemental work with a trained tutor helped students more effectively develop their ideas and revise their papers; practices portable to their writing for other courses; and (2) workload credit enabled the most at-risk students to limit the number of full-credit courses they were taking to two without jeopardizing their eligibility for financial aid. Though not a direct benefit of Writing 10 enrollment, the freedom to focus on writing proficiency was particularly useful to students who also enrolled in Writing

22A, the 3-unit grammar and editing workshop, as it allowed ELL students to concentrate on their writing without overloading their schedules.

As previously noted, both universally available writing assistance for ELWR students and the workload-credit Writing 10 enrollments ceased in fall 2002. (Free writing assistance continues for EOP students only.) In their place, with the considerable technical and administrative assistance of Learning Support Services (LSS), the Writing Program has offered a fee-for-service program of writing assistance. Fee waivers are available for students already eligible for such waivers. LSS reports that 922 students in fall 2005 availed themselves of tutoring services, including students whose fees were waived—about 80-85% of students enrolled in ELWR sections of college Core classes. This is a solid percentage but still a considerable drop-off from the near-100% enrollments of previous years.

Until 2002, Writing 10 tutorials—enrolling all ELWR students across the board for workload credit at no additional cost—were an integral part of UCSC’s successful ELWR “program of study” as mandated by Senate Regulation 636G. Tutors, many of whom are considering teaching careers, are rigorously trained to help students learn “to read thoughtfully and to provide reasoned, concrete, and developed presentations of their points of view” in their essays (to use the words of the Information Booklet for the Universitywide ELWR). Anecdotally, the shift to an elective fee-for-service plan has negatively impacted the program in a number of ways. Significantly, this important one-on-one supplemental instructional support has become available only to students who can afford the additional fee (or who qualify for fee waivers); many other students decline the additional cost. (Some report being financially stretched themselves or reluctant to ask their parents to come up with more money; some report that parents are unwilling or unable to pay more.) In effect, the optional fee-for-service plan denies equal access to the resources of the university to students who have been admitted and are held to the same time limit on the ELWR as others. Restoring the Writing 10 series for workload credit will also help students treat the work they do on their writing via the writing assistance program as an essential part of the academic program shared by all ELWR students, rather than as an extra service for some. And restoring the tutorials as an organic part of the ELWR program of study, with enrollment and participation expected of all ELWR students, is likely to boost the pass rate.

- **Policy implications:** There should be no policy implications for the restoration of Writing 10 for workload credit. ELWR-related courses, including Writing 10, are university-level courses and thus not subject to the funding restrictions placed on remedial work. (State funds are not to be used for “remedial” courses.) Indeed, ELWR courses at UCSC expressly do not meet the definition of “remediation” included in Senate Regulation 761B, which defines “remedial work in English...as work primarily focused on topics in spelling, punctuation and usage, and in the basic structures of sentences, paragraphs, and short essays.” Instead, in accord with UCOP’s published goals for ELWR, our courses “require students to read and understand extended and often difficult texts, sometimes literary but often not, and to write substantial essays...about issues raised in those texts.” The Writing 10 tutorials

support the ELWR course work asking students to write focused analytical responses to reading on a level of difficulty typical of beginning university courses.

- **Resource implications:** No obvious resource implications.

**Recommendation #4: Sponsor seed funds for longitudinal study of student writing.**

Until recently, by the measure of number of courses and services offered, UCSC effectively met the needs of incoming students at all levels whose writing skills spanned the spectrum. Recent years, however, have seen the suspension of upper-division writing classes, contraction of funding for tutoring, and diminishing resources for writing support in the disciplines. These changes have taken place at the same time as the population of the state of California has shifted, bringing more ELL students into UCSC's incoming classes, and also at the same time as UCSC has begun to boost enrollments by increasing the number of transfer students (and the ratio of transfer students to incoming frosh). CPE strongly recommends investing funds to study the impact of these changes on undergraduate education and retention.

Some of the questions we see as urgent include the following: How effective is UCSC at retaining students who initially enroll without having satisfied the ELWR? For those students who need 3-4 quarters to satisfy the ELWR, does ELWR status affect time to degree? Does writing skill—or perception of writing skill—affect students' choice of major or their performance in their majors?

CPB's recent report on the Writing Program made a similar, if more limited, call for study. Noting that "at present, Institutional Research does not track students or courses in a way that allows for the best planning at the campus level." CPB indicated that "differences concerning the adequacy of resources can only be resolved with data that tracks students—noting, for instance, how, when, and where they satisfy their writing requirements" (Appendix B, 8). CPE endorses this call and recommends that the campus invest sufficient funds to study the role of campus writing instruction on such campus priorities as diversity, retention, and time to degree. CPE requests that the central administration should sponsor at least the starting phase of a study examining the impact of writing on student success at UCSC.

- **Policy implications:** Administrative or Senate committee (CPB, CEP) will need to be given authority for reporting on the results of this study to the campus, which needs to be on-going and longitudinal in focus.
- **Resource implications:** We request a minimal initial outlay of .5 course equivalency, or roughly \$3850, including benefits, for an advanced Writing Program lecturer to research and develop a proposal for the study of the issue that is likely to be funded by an outside agency.

## **FUNDING RECOMMENDED CHANGES TO ELWR CURRICULUM**

CPE here recommends a number of relatively modest curricular changes, plus a small investment in what we hope will become a larger study of student writing at UCSC. Most of the roughly **\$42,350** that we request for these investments would be devoted to increasing the number of classes offered in the ELWR curriculum, a cost we believe should be borne by the central administration, not the Humanities Division. If the 2005-06 statistics are an accurate measure—and we believe they are—most of the students who take more than one ELWR-related course identify themselves as majoring in a field either in Physical and Biological Sciences or Social Sciences. (Of the 250 Writing 20 students in winter 2005, 59% identified majors in either PBSoci or SocSci. By contrast, only 6% apiece identified themselves as Humanities, Arts, or Engineering majors.)

For the same reason, CPE believes that the campus should return to funding writing classes by enrollment-based formula, a recommendation also made by CPB in its recent report (Appendix B, 8, 9). Currently, in addition to the hard-funded courses taught by Security of Employment Lecturers, all Writing Program classes are funded out of the 12 FTE of Temporary Academic Staffing funds that constitute the Writing Program's annual curricular budget.<sup>7</sup> Together, these funds must cover the cost of providing enough Writing 1/Writing 2 courses to meet the needs of incoming students who need to satisfy the C2 composition requirement—about 80% of the incoming freshman class annually. They must also cover the cost of any ELWR classes the Writing Program offers. An increase in the number of ELWR classes does not mean a corresponding decrease in the number of C2 courses required. Any fluctuation in size of incoming class or character of incoming class (e.g., more ELL students) will affect the number of ELWR classes the Writing Program needs to offer and thus affect the funds available to run required C2 courses. Enrollment-based formula funding would alleviate the insecurities currently inherent in mounting the required campus writing curriculum.

## **CONCLUSION**

UCSC's increasing population of language-minority students is having a noticeable effect on the campus. These students add richly to the climate of diversity UCSC is striving to develop, and help our campus better reflect California's demographics. Their increasing numbers are also straining the writing curriculum that is currently available to them. Student demand is driving up the number of courses the Writing Program must offer to help students satisfy the Entry-Level Writing Requirement, thus affecting the funding of courses that meet the campus composition requirements, C1 and C2. As important, the

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<sup>7</sup> The Writing Program's allocation of TAS has been increased to 13 FTE as of 2006-07. The increase should cover the cost of unfunded merit increases for lecturers that the Humanities Division has until now shouldered. But even with this increase, TAS funds do not cover the Writing Program's full course load. EOP/Learning Support Services have, together, paid for every section of Writing 22A and Writing 159 the Writing Program has offered in recent years, and essential sections of Writing 1/2 have been funded from unstable sources such as gift funds and revenue from Summer Session courses.

current curriculum was designed with fewer students and generally greater proficiency in standard written English in mind. The curricular changes CPE proposes should improve retention rates among ethnically and racially diverse students, speed their progress through the ELWR, and better prepare them to communicate successfully in the academy and in their subsequent careers. CPE feels that the modest cost of implementing this proposal is an excellent investment in meeting urgent campus concerns.

The status of ELL, bilingual, and other language-minority students in California in recent years has been of sufficient concern that the Intersegmental Committee of the Academic Senates of the California Community Colleges, the California State University, and the University of California (ICAS) has recently taken it up. In a draft of ICAS's report on the subject received by the systemwide Committee on Preparatory Education (UCOPE), the writers conclude as follows:

The language development needs of ESL learners must be addressed because their educational progress and success, or lack thereof, affect not only themselves but also their classmates, their instructors, their institutions, and ultimately the society at large. Those in positions to make decisions about institutional priorities need to recognize this situation and the fact that, based on current demographic data, the number of ESL learners in higher education in California will only continue to grow in the coming years.

UCSC's language-minority students have met the standards of admission to the University of California, and deserve the best efforts of the campus to help them satisfy their requirements beyond minimum levels of competence. As the ICAS report suggests, addressing head-on the challenge posed by this population will benefit the campus at all levels, and indeed California as a whole. CPE believes that this proposal will help our campus take a much-needed step in adequately funding and supporting a program that meets the needs of a significant and growing set of linguistically diverse students on campus.

## **ACKNOWLEDGEMENTS**

The Committee on Preparatory Education would like to thank VP/DUE William Ladusaw, Dean Gary Lease, LSS Director Holly Cordova and the committees on Educational Policy and Planning and Budget for their comments on an earlier draft of this report.

Respectfully submitted,

### **COMMITTEE ON PREPARATORY EDUCATION**

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