

Meeting Call for Regular Meeting of the Santa Cruz Division  
**Wednesday, May 30, 2007**  
**Colleges Nine and Ten Multipurpose Room**  
ORDER OF BUSINESS

1. Approval of Draft Minutes
  - a. Draft Minutes of March 9, 2007 (previously distributed)  
(AS/SCM/281)
2. Announcements
  - a. Chair Crosby
  - b. Acting Chancellor Blumenthal
  - c. Campus Provost/Executive Vice Chancellor Kliger
3. Report of the Representative to the Assembly
  - a. May 9, 2007 Meeting Report (AS/SCP/1536) p. 1
4. Special Orders: Annual Reports
  - a. Committee on the Faculty Research Lecture (AS/SCP/1540) p. 2
5. Reports of Special Committees (none)
6. Reports of Standing Committees
  - a. Committee on Academic Personnel
    - i. Amendment to Bylaw 13 (AS/SCP/1534) p. 4
  - b. Committee on Affirmative Action and Diversity
    - i. Report on the Executive Summary of 2005-06 Diversity  
Climate Study (AS/SCP/1525) p. 6
  - c. Committee on Committees
    - i. Committee Nominations 2007-08 (AS/SCP/1537) p. 18
    - ii. Amendment to Bylaw 3.4 Non-Senate Members Privilege of  
the Floor at Meetings of the Santa Cruz Division (AS/SCP/1527) p. 23
  - d. Committee on Computing and Telecommunications
    - i. 2006-07 CCT Report (AS/SCP/1535) p. 25
  - e. Committee on Educational Policy
    - i. Amendment to Bylaw 13.17.6 (AS/SCP/1529) p. 29
    - ii. Report on Change in Student Health Center Policies (AS/SCP/1526) p. 32
    - iii. Progress Report on the W Requirement (AS/SCP/1538) p. 35
  - f. Committee on Faculty Welfare
    - i. Oral Report on Housing

- g. Committee on Planning and Budget
  - i Report on Conditions and Strategies for Growth (AS/SCP/1531) p. 41
  - ii Oral Report on Research Funding
- h. Committee on Preparatory Education
  - i Oral and Written Report on Enforcement of Senate Regulation 10.5.2 (AS/SCP/1539) p. 56
- i. Committee on Privilege and Tenure
  - i Proposed Revision to Santa Cruz Bylaw 13.26.3 (AS/SCP/1530) p. 59
- 7. Report of the Student Union Assembly Chair
- 8. Report of the Graduate Student Association President
- 9. Petitions of Students (none)
- 10. Unfinished Business (none)
- 11. University and Faculty Welfare
- 12. New Business

May 22, 2007

MEMBERS OF THE ACADEMIC SENATE

Dear Colleagues,

Do not come to the May 30 Senate meeting at 2:30 p.m. in the Colleges Nine and Ten Multipurpose Room expecting mud wrestling. This spring we have no hotly contested resolutions, no bring-the-administration-to-heal battles, no internal conflicts among our hard-working committees. It also seems to me that the four proposed amendments to our by-laws, set out in this call, are relatively uncontroversial.

But do come if you wish to be part of the conversation on any of these topics:

- the preparation of the students coming to UCSC
- general education, and especially the W
- the functioning of Informational Technology services (e.g., cruzmail)
- housing for faculty
- childcare
- growth on our campus.

Come please if you care about issues of diversity or if you wish to ask about faculty salaries or to learn about the distribution of overhead costs from research dollars or to find out where we are in the chancellorial search progress.

Following the meeting will be the traditional end-of-year reception, hosted by Acting Chancellor George Blumenthal and myself and held at University House. I certainly hope that you will come to it. The reception will feature brief presentations by the outgoing and the incoming chairs of the UC Santa Cruz Foundation, those friendly folks who have now brought our endowment past the 100 million dollar mark. Dr. Anuratha Luther Maitra and Dr. Gordon Ringold have sought to break down the barriers between the faculty and the Foundation, and they are hoping to meet as many faculty as possible.

If you cannot be at the Senate meeting or the reception on May 30, please nonetheless read the call and send along your comments to me (through August 31, 2007) or to Quentin Williams (as of September 1).

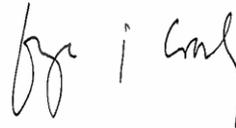
As I look forward to the last Senate meeting that I shall chair and toward receiving your comments and questions, I reflect on the unusual set of experiences we have all been through the last two years. There were threats to our collective well being. Some came from outside; some from within.

Yet, despite tumult and budgetary crises, we seem to be – for the moment at least – in many ways in good shape. We faculty are garnering more and more honors and awards every year. So are our alumni and our graduate students and post-doctoral scholars. The latest undergraduate classes are large and selective. Although serious challenges remain, there are some promising signs of detente with the town and region. The Senate

committees are working well with each other and with many bodies outside the divisional Senate (e.g., the system-wide Senate, the Alumni Association, the Staff Advisory Board, the Graduate Student Association, and the Offices of the Chancellor and the Executive Vice Chancellor) so that strong academic planning will be at the center of our growth. And, after years of delay, we have finally broken ground on new employee housing.

Many individuals and groups are to be thanked for bringing us through the difficulties and to our present state. I would like to close this letter by personally thanking some individuals with whom I have had the privilege of working over the last two years. Quentin Williams has been an outstanding vice chair, balancing (my) optimism with (his) reason and standing in for me when family events demanded my attention. Mary-Beth Harhen, Executive Director of the Senate, has kept the Academic Senate Office (ASO) afloat in hard times and has now fashioned an extraordinary team in the ASO, all of whom deserve high praise. The Senate Executive Committees of 2005-2006 and of 2006 – 2007 have both been superb. Of the very many administrators who have cooperated with the Senate over the last two years, two individuals stand out for their steadiness and their extraordinary willingness to put the needs of the institution ahead of personal ambition or comfort: Dave Kliger and George Blumenthal. Even when our Senate-centric view of the world has differed from their views, I have been conscious of their talents and their dedication, and for both I will remain deeply grateful.

Sincerely,

A handwritten signature in black ink, appearing to read "Faye J. Crosby". The signature is fluid and cursive, with the first name "Faye" being the most prominent.

Faye J. Crosby, Chair  
Academic Senate  
Santa Cruz Division

**PROPOSED CORRECTIONS TO THE MINUTES  
of the  
Winter Quarter 2007 Meeting**

The draft minutes from the March 9, 2007 Senate meeting were distributed via email on May 15, 2007 and will be presented for approval at the next Senate Meeting on May 30, 2007. 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 Friday, May 25 2007**. 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 15, 2007

## **Report of the Representative to the Assembly of the Academic Senate**

TO: Academic Senate, Santa Cruz Division:

### **President's Report- Robert Dynes**

Announcements from President included comments on Livermore Lab which will continue under UC management, campus security and student mental health will be strengthened, student loan practices audit has yielded no sign of irregularities at UC, attempts to cut UC costs through operational efficiency are underway, academic planning processes continue, faculty salary issues will be presented to the Regents at the next meeting and funding of UC retirement.

### **Senate Chair Report-John Oakley**

The chair discussed protocols for running the meeting.

### **Election of Vice Chair**

Professor William Coles (San Diego) was elected Vice-Chair for 2007-08 and Chair for 2008-09.

### **Senate Bylaw 16**

Amendment to by-law 16 formalized the duties of the position of the Executive Director who links the Office of the President and the Academic Senate. This passed by unanimous consent.

### **At-Large Committee Members**

Three additional at-large committee members (appointed by the Committee on Committees) were added to the Library Committee and the name was changed to be Library and Scholarly Communications.

### **Committee on Affirmative Action and Diversity**

The UC representative of the Committee on Affirmative Action and Diversity was added to the Academic Council. There was one abstention and all others were in favor.

### **Mercer Consultant Report Recommendation**

The slotting of administrative salaries on campuses into tiers as recommended by the Mercer Consultant Report was rejected by the Assembly and a resolution to this effect will go to the President for communication to the Regents. This passed by a large majority.

### **RE 89 – Proposed Restriction of Research Funding from the Tobacco Industry**

Policy Restricting University Acceptance of Funding from Tobacco Industry was discussed and rejected by a large majority.

Respectfully Submitted;  
REPRESENTATIVE TO THE ASSEMBLY

Kathy Foley  
15 May 2007

**COMMITTEE ON THE FACULTY RESEARCH LECTURE**  
**Annual Report, 2006-07**

To the Academic Senate, Santa Cruz Division:

The Senate Committee on the Faculty Research Lecture enthusiastically nominates Stanford Woosley, Professor of Astronomy and Astrophysics, to deliver the 2007-2008 lecture. As one of the world's leading astronomers, Professor Woosley is widely known for his pioneering work in understanding the end-stage evolution of massive stars.

Stanford Woosley began his scientific career at Rice University, completing a B.S. in physics 1966 and a Ph.D. in Astrophysics in 1971. He came to UCSC as an assistant professor in 1975 after holding research positions at Rice and Cal Tech. In addition to his ground-breaking research, Professor Woosley has been generous with his service obligations to UCSC. He served several times as chair of the Astronomy Department, for instance: a two-year stint in 1989-91, a five-year term from 1998-2003, and a short interim appointment for a quarter in 2006. His contributions to his profession have been widely acknowledged nationally. In 2001 he was elected to the American Academy of Arts and Sciences and in 2005 he received two prestigious awards: the Hans Bethe Prize in Nuclear Astrophysics from the American Physical Society and the Bruno Rossi Prize in High Energy Astrophysics from the American Astronomical Society. Both awards cited his fundamental contributions to stellar evolution theory, particularly noting his highly influential collapsar model of gamma-ray bursts in supernovae. In 2006 Professor Woosley was elected to the National Academy of Sciences in recognition of his singular influence in the international astronomical community.

Professor Woosley's work involves the mathematical modeling of the multifaceted mechanisms involved in stellar death. Woosley and his team study supernovae explosions of various types: Type Ia explosions, which correspond to a highly predictable model and whose brightnesses provide our firmest evidence that the expansion of the universe is accelerating, as well as explosions that are accompanied by gamma-ray bursts—the most luminous events in the universe. He develops theoretical models to simulate these explosions. Such models mimic the behavior of the gaseous fluid elements of a star from center to edge—a highly complex task that requires the incorporation of multiple factors (such as ordinary turbulence, magneto-hydrodynamic turbulence, nuclear reaction heating, etc.). Since the structure of the star is changing on the time-scale of microseconds, developing realistic models is a daunting task indeed. Woosley and his group have made extraordinary strides in this area. For example, his collapsar model of gamma-ray bursts, developed in 1998 with his graduate student Andrew MacFadyen, has become the standard tool in the field. It envisions that the central regions of the star collapse (rather than exploding), creating black holes. To quote Woosley's colleague Sandy Faber:

In progress [now] is what will amount to the first comprehensive study of the life histories of massive stars as a function of stellar mass and composition. Hundreds of explosion models illustrating the systematics of massive-star evolution have been

calculated. The entire library will be published on the web, eclipsing the dozens of papers now in the literature that have focused on stellar evolution one model at a time.

Woosley's most recent bio-bib lists 358 published articles with eleven more submitted and under review. Citations of his work currently exceed 16,000, his most influential paper having been cited nearly 1200 times. The department letter supporting his most recent personnel action notes that "as far as we can tell, Woosley is now the most-cited stellar evolution theorist in history." Not surprisingly, he has brought numerous large external grants to UCSC, including several from the Department of Energy. The most recent is a DOE SciDAC (Department of Energy Scientific Discovery through Advanced Computing) award for the "Computational Astrophysics Consortium." UCSC's portion of that \$9 million, five-year grant was \$1.2 million.

Woosley has proven to be a wonderful mentor for graduate students in astronomy, and many of his students are themselves emerging as leaders in the field. Students find him sympathetic and caring. In the area of service, he recently acted in the role of PI for an NSF Major Research Instrumentation Grant, which garnered \$1.1 million in funding to purchase and run a state-of-the-art supercomputer at UCSC. Twelve faculty from various departments were involved in this massive project, which required Woosley to collaborate closely with the administration to secure resources for housing the machine.

In summary, then, the committee finds Stan Woosley an outstanding member of the UCSC faculty and heartily endorses his selection as the Faculty Research Lecturer for 2007-8.

Respectfully submitted,

**COMMITTEE ON THE FACULTY RESEARCH LECTURE**

Jonathan Beecher  
Catherine Cooper  
Donna Haraway  
Bakthan Singaram  
Leta Miller, Chair

**COMMITTEE ON ACADEMIC PERSONNEL  
Proposed Addition to Santa Cruz Bylaw 13**

To the Academic Senate, Santa Cruz Division:

The Committee on Academic Personnel (CAP) proposes an addition to Bylaw 13.

Rationale

This bylaw addition clarifies the definition and use of the waiver of one’s right to vote. The current procedure for recording votes (Bylaw 55, B 1.) states “The department letter should contain ... the exact vote specifying the number in favor, opposed, abstained, recused, waived and absent not voting.” In response to questions from departments we wish to clarify the distinction between a waiver, an abstention, and “absent not voting”. We recommend that “absent not voting” be used for faculty members who are on leave, have not waived their voting rights because they want to vote on one or more cases, but do not vote on a particular case. “Absent not voting” will continue to be an option for faculty not on leave. CAP feels that it is important to retain the distinction between an “abstention” (someone who casts a vote that said “abstain”) and “absent, not voting”. To abstain is to cast a vote but to support neither a positive or negative recommendation. Faculty should have these options.

<b>Existing Bylaw</b>	<b>Proposed Bylaw</b>
13.4.3 Members of the Division shall avoid conflict of interest and the appearance of conflict of interest in the performance of all of their duties. The Division shall not require explanation of recusals based on this provision.	No change
13.4.4 The Division shall not require or request explanation of voting abstentions by Senators who have the right to vote in any Divisional committee action, including those involving Bylaw 55 actions by departments.	No change
	13.4.5 (New) <i>Waiver of vote: Members of the Division may give up their right to vote on all actions for a specified period of time. If a member goes on leave, but chooses to participate in some personnel actions, that member cannot waive her/his right to vote; the actions not voted on will be recorded as “absent, not voting”, just as for a member not on leave. If a member has a conflict of interest for any given action, not voting on that action constitutes a “recusal” (as in SCB 13.4.3) not a waiver of voting rights.</i>

Respectfully submitted,

COMMITTEE ON ACADEMIC PERSONNEL

Claude Bernasconi

Mark Franko

Claire Gu

Norma Klahn

Paul Roth

Nirvikar Singh

Peter Young

Shelly Errington

Barry Bowman, Chair

May 10, 2007

**COMMITTEE ON AFFIRMATIVE ACTION AND DIVERSITY**  
**Executive Summary of the 2005-2006 Diversity Climate Study**

To the Academic Senate, Santa Cruz Division:

Background for the Climate Study

In September 2005, the Committee on Affirmative Action and Diversity (CAAD) of the Academic Senate, with the support of Chancellor Denton, initiated the process of carrying out a study and producing a document about how the UCSC community, including staff, faculty, postdoctoral researchers, graduate students, and undergraduates, understands diversity, perceives and evaluates the current climate of diversity at UCSC, and includes recommendations for improving the experiences and lives of all the campus constituents.

“Diversity” is a term that has emerged relatively recently to address political issues of inclusion and innovation. The discussion of diversity engages with a national public debate that engages in the fundamental issues of politics, access, and representation that were debated in the 1960s when civil rights activism was at its peak. The passing of Proposition 209 in 1997 significantly changed California’s relationship to Affirmative Action. This study was designed to understand how UCSC’s constituency experiences and understands diversity almost 10 years after the passing of Proposition 209.

The study follows in the wake of other diversity studies conducted by UCSC and in the entire UC system. There exists a wealth of data and recommendations regarding diversity, but the data is fragmented and difficult to access, and the sheer volume of reports makes them difficult to digest and implement. Within the UC system, UCSC is seen as a campus that has made genuine attempts to understand and implement diversity initiatives. The Climate Study was an attempt to assess the progress that has been achieved towards this goal. Towards this end, CAAD had four goals for the study:

- To allow members of the campus community to engage in a serious conversation about the meaningfulness of the principle of “diversity” and our commitment to it;
- To gather, centralize, and make uniform the collection of data relevant to assessing the campus progress towards diversity goals;
- To document already existing everyday efforts that support segments of our community and that require both greater recognition and more consistent resources;
- To expose the campus to a larger, more integrated framework for thinking about diversity in this historical moment by describing the interaction between research, teaching, learning, climate, funding, and representation.

Method and Design

In preparation for the study, CAAD gathered available data for campus analysts in various sectors and conducted a small number individual interviews and focus groups as

well as revisited its recent experience in campus matters as a committee dedicated to addressing affirmative action and diversity. This preliminary work during the spring and summer of 2005 led to the development of the two major engines for the study: Five all-campus forums that were held in November 2005 and the February 2006 launch of a web-based survey targeting the entire campus population.

The five widely publicized diversity forums were designed to create a space for focused and open exchange about the strengths and weaknesses of current practices and to gather information about everyday efforts to sustain the UCSC community. Each forum began with a power-point presentation that highlighted the result of previous surveys and reports on diversity. All forum participants were encouraged to comment and ask questions both during the presentation and afterwards. Each forum was audio taped and transcribed. The forums were well attended, and attendance increased over time as more people were informed. It was an enlightening experience being in a room with all different types of people, i.e., staff, students, faculty, and community members. The issues that were raised in the forums were used as a starting point to create the web survey.

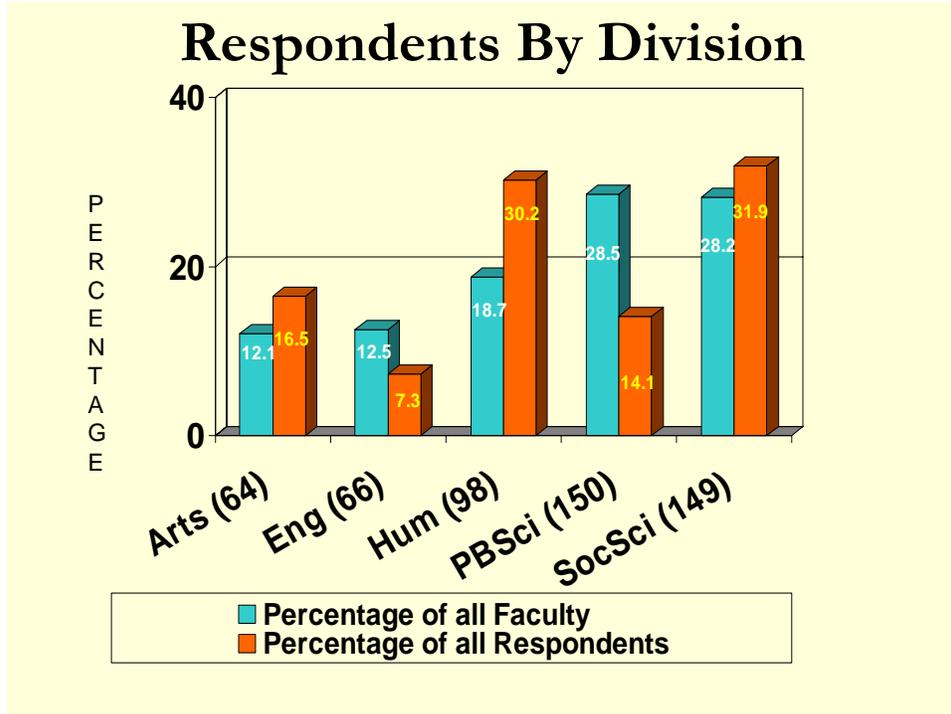
The web survey contained 241 items, most of which offered respondents one of five Likert-scale answers (strongly agree, somewhat agree, somewhat disagree, strongly disagree, not sure). The survey was advertised through two e-mail announcements. The second announcement included the link to the web page and a randomly generated number for each respondent to insure anonymity. It was offered in both Spanish and English language versions; paper and pencil versions were administered to custodial and dining services staff that did not have Internet access. Closed-ended questions that assessed the demographic characteristics of the respondent and his or her rank and length of service at UCSC were included. The survey also contained five open-ended questions; approximately 1/3 of the respondents provided answers to these questions. These open-ended responses have not been analyzed systematically but were used as qualitative data in the report. When available, the source (faculty, staff, student) of the respondent was noted in this executive summary.

None of the completed surveys were analyzed individually; response data was reviewed in report form. All responses were tabulated by frequency and percentage for the closed-end questions and managed within sectors (faculty, staff, undergraduates, and graduate students).

The following table lists the number and percentage of respondents to the survey by sector and by division.

*Responses to CAAD Web-Based Survey Administered in February 2005, by Sector<sup>1</sup>*

Sector	Responses	Total Codes Issued	Response Rate
Faculty	260	773	33.6%
Staff	1075	3142	34.2%
Graduate Students	390	1475	26.4%
Undergraduates	3183	13864	23%



The differential rate of survey responses by division is difficult to interpret. Although the patterns of response rates seem to suggest that certain segments of the campus community were more invested than others in the forms of diversity initiative associated with this survey than others, the reasons for the low response rates in the sciences and engineering need to be investigated further. The differences in response rates by division also need to be considered in the results, as the analyses of the close-ended responses assessed primarily the patterns between and within sectors (staff, faculty, undergraduate, and graduate students) and ethnic groups.

<sup>1</sup> Please note that a) the 89 postdoctoral respondents are included (by self-selection) in the four categories above; b) many more ucsc.edu email addresses exist than are reflected in the official enrollment and employment records, which partially explains low response rates. Many students do not regularly check their @ucsc.edu email accounts, and while we worked with ITS to use their most recently known active addresses, some students do not keep ITS informed of their currently preferred email address and thus would not have read their survey invitation email c) paper surveys are not included in the above data.

CAAD also welcomed and considered submission of additional materials such as reports, documents, and letters. The CAAD members and 6 graduate student researchers analyzed the data. Taken together, these data led to the assessment of resources and impediments to diversity at UCSC and the development of a set of guidelines and recommendations for the campus. This report represents our preliminary findings, guidelines, and recommendations.

## Results

### *The Importance and Meanings of Diversity.*

Respondents repeatedly underscored the importance of a diverse campus for the intellectual climate and vitality of the campus. They also acknowledged that the campus has made significant progress towards diversifying the campus; the patterns of responses suggest that efforts toward diversifying the campus community have been most successful in faculty hires. The importance of diversity for achieving excellence is illustrated by the following open-ended response:

*The more diverse a background I live in, the more normal I feel with myself and my surroundings. I think that experiencing the diverse life that UCSC supplies us with is as educational to every student, staff, and faculty member as the classes themselves are, and for that I will always carry the pride I feel in being able to say that I am a “Banana Slug”. [Student respondent].*

A number of student respondents already perceive the UCSC campus as a diverse, tolerant, and accepting community. Many of these respondents contrasted the greater diversity and acceptance they encountered at UCSC relative to their home community. As an undergraduate student respondent commented:

*I really don't see any challenges to diversity. I love UCSC and would never change to another school. I've never felt that I was being discriminated against or judged at this school. It's quite welcoming and seems to treat everyone equally... that I know of.*

Other student respondents with positive views of the campus diversity climate differentiated between their numerical representation in their departments and the departments' climate for diversity:

*Everyone except me is Caucasian. I don't mind. It seems to be that the field attracts white men. I am totally happy with the professors in my department. I don't feel any racism from either faculty or students at all so that is good. [student respondent]*

Several staff and faculty respondents also underscored progress towards diversity that has been achieved in their departments and divisions:

*As the hiring manager for my unit, I have strived to diversify my department along lines of ethnicity, gender, culture, and enculturation to meet the vastly diverse needs of our student constituency.*

*Diversity is always on the table as a goal and point of discussion in all personnel matters, student recruitment, student mentoring, and departmental relationships. The*

*department and division are extremely sensitive of the need for a fully representative faculty and student body. We have managed to create a diverse faculty.*

Despite emphasizing the progress that has been achieved in diversifying the faculty, respondents also noted that although recruitment efforts have resulted in an influx of junior faculty and staff who personally and disciplinarily bring diversity to the campus, efforts to hire diverse senior staff, faculty, and administrators are also needed to set policies and create practices that are responsive to diversity and mentor the junior hires to increase their retention.

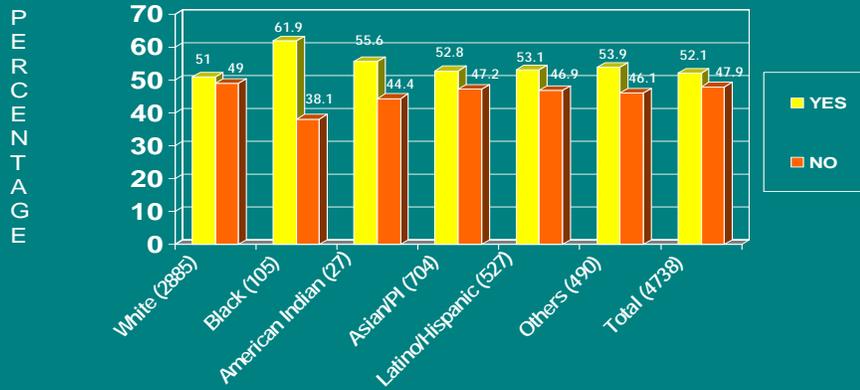
The positive opinion of the diversity climate of UCSC and the progress that has been made towards attaining diversity was not shared by large group of respondents, who noted several instances of discrimination and other challenges that they have encountered.

*Being a student of color at UCSC, and in Santa Cruz in general, is an exercise in constant alienation. That, combined with the fear inducing first year of graduate school, was enough for me to strongly consider withdrawing during my first quarter here. I cannot imagine how any student from an urban environment could not be alienated by the UCSC campus, which has no central area, is difficult to navigate, and is poorly lit at night. Furthermore, the lack of diversity in the city of Santa Cruz is even more striking than on campus.*

*In recent years, I have found it increasingly difficult to bond with any preexisting communities or to fashion a community reflective of my history, aspirations, and needs, intellectual, scholarly, and professional. Thus, I have experienced an intense level of isolation, alienation, and anomie, which has caused me to begin seriously looking elsewhere. I no longer find this a congenial environment on any level, especially to persons of African descent [faculty respondent]*

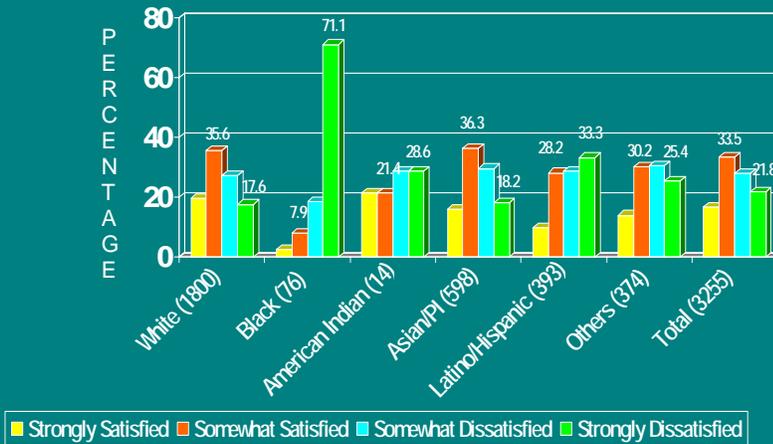
The following graphs provide further evidence that ethnic minorities are significantly less satisfied with the campus climate for diversity.

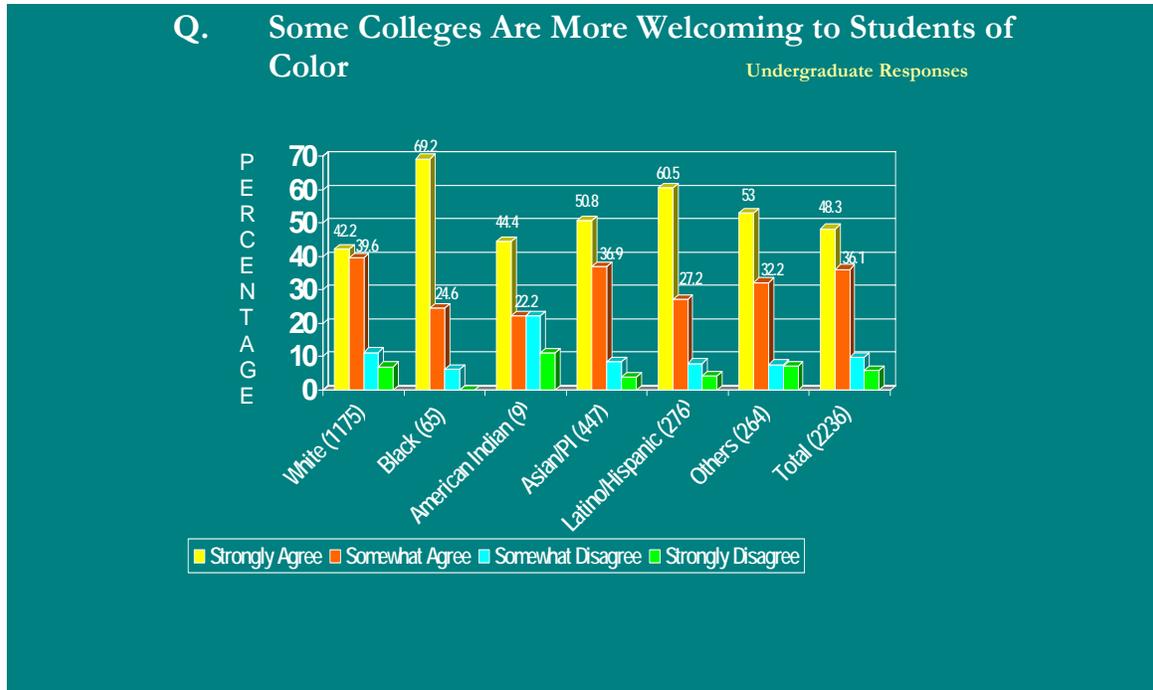
**Q. Have you ever thought about leaving UCSC?**



**Q. Level of Satisfaction with Diversity in the Classroom**

Graduate & Undergraduate





Taken together, these qualitative and quantitative results show that although the majority of the respondents found diversity meaningful and desirable, they varied significantly in their definitions and understanding of diversity and in their diversity-related life and academic experiences. The responses also underscore the need to devote efforts to retaining ethnic minority faculty, students, and staff.

Although the responses underscored the challenges experienced by ethnic minorities, faculty, staff, and student respondents repeatedly emphasized that this programmatic response to diversity needs to move beyond numerical representation to considering other forms of diversity that have not received much attention and will be more difficult to implement. As a graduate student respondent stated:

*The notion of diversity remains extremely superficial and is interpreted to mean, more often than not, the incorporation of underrepresented identities into a curriculum. This means that we read a few articles or spend a week on women and minority groups. Rather, a pedagogical approach that truly addresses diversity undertakes the task of showing the underlying structures and social conditions that perpetuate certain racist, sexist, homophobic, and xenophobic perspectives and material practices, and how these structures operate at the level of political rhetoric and everyday discourse. This type of labor is more difficult than the model of incorporation.*

A faculty member expressed a similar view:

*I think administrators confuse diversity in representation (i.e., brown bodies as the end goal in itself) with the achievement of diversity. In contrast, I think you also have to look at research agendas, service commitments, and commitment to and evidence of mentoring students.*

These responses also illustrate another key theme that emerged in the responses, the need to recognize different positions, as well as life experiences and circumstances, in developing programmatic efforts at increasing the overall climate for diversity. These differences included addressing forms of diversity that have not received much attention in the past as well as acknowledging and accepting that there are different pathways to attaining professional and academic goals.

*The Interconnectedness of Different Forms of Diversity*

As already illustrated by some of the preceding quotes, respondents repeatedly emphasized the need to recognize that the different categories of diversity are interrelated and thus, should not be considered in isolation. For example, the experiences of a Caucasian woman are likely to differ from the experiences of a woman of color. These interconnected aspects of diversity affect not only the daily life experiences of the different sectors of the UCSC constituency, but also the kinds of research questions and methodologies that are employed and privileged.

Respondents also emphasized the needs to consider forms of diversity that have not received much attention in overall campus discourse on intellectual diversity: social class, country of origin/citizenship, disability, religion, age of the student body.. It is also important to consider that these forms of diversity are connected to forms of diversity that are already part of ongoing dialogues concerning diversity at UCSC—race, gender, sexual orientation, and political values and beliefs.

A salient theme in many of the responses was the view that women and staff, faculty, and students of color also are most likely to experience the challenges of finding affordable housing and childcare and paying the increasing costs of tuition and parking at UC, creating problems of recruitment and retention and consequently, undermining diversity efforts at the university. Staff and faculty from these groups do not have the family resources to help them with housing purchases and students of color are significantly more likely than White students to not only work, but also have jobs that require considerable time, thus creating inequalities in the time they can devote to their studies. Women and ethnic minorities are also likely to experience family and other responsibilities that make traditional pathways to graduation, tenure, and promotion unfeasible. Taken together, these additional challenges impact the productivity and performance of students, staff, and faculty and consequently, their trajectories and retentions at UCSC.

*The cost of living in SC is extremely high. This makes it difficult to recruit and retain students, staff, and faculty from ethnically-underrepresented groups, which typically are not in the upper socio-economic levels. The lack of spousal hiring, affordable family-size campus housing, decent mortgage assistance, full medical coverage, childcare facilities (for children of all ages), parking waivers, college tuition waivers for faculty children (such as is offered in places like UCLA) and other forms of financial assistance compound the financial difficulties faced by faculty of color. [faculty respondent]*

*During my time here as an assistant professor, I became ill and also was a caregiver for a dying relative. Despite the university's rhetoric about advancing women & minorities, I was unable to get either concrete help or practical advice on how to salvage a slowed-down research career. My suggestion for improving affirmative action (& the situation of all assistant professors): build some flexibility into the tenure track. If someone*

*becomes seriously ill or has an overwhelming family responsibility, it will not cost the world of scholarship much to grant an extra bit of time on the tenure track.*

#### *The Need for Greater Intellectual Diversity.*

An additional issue that was raised by many respondents was the challenges experienced by students, faculty, and staff who hold unpopular or minority political and religious views. Some respondents equated this form of diversity with the tolerance for expressing fundamentalist and conservative opinions in the classroom or in social situations, while others emphasized the need to also recognize and accept diversity in forms of inquiry and expression, which included attaining equity in funding across divisions.

*This is a science department, and there seem to be many faculty who feel that religious people do not have a place in science. All I ask is to keep the derogatory language out of the classroom and weekly meeting. I allow the faculty to believe whatever they want and would appreciate the same courtesy.*

*And, as I already mentioned, there is a qualified respect for political diversity: if you're a Marxist or anarchist, OK, but if you're a conservative or Republican, no way. [staff respondent]*

*UCSC claims to be very liberal and diverse, but I do not see it. The fact that many women and people of color chose the Social sciences, as opposed to the Sciences and Engineering, and that the Social Sciences are not given as much funds, seems like an attack on women and students of color—after all, we pay the same, yet we are always fighting for our classes. [student respondents]*

#### *Evaluating and Promoting a Diverse Workforce*

Another recurrent theme was that there is a lack of mechanism to recognize and reward diversity in both hiring and merit and promotion practices. For faculty, publications are valued most highly, and yet, service focused on diversity, which is particularly time-consuming for faculty from backgrounds underrepresented at UCSC, is not valued, particularly for junior faculty. Several staff respondents noted that diversity is not given sufficient consideration in hires, and staff from diverse backgrounds often has burdens placed on them (e.g., translation, mentoring) over and above beyond their job responsibilities.

#### Recommendations

Many respondents underscored the need to implement changes that improve the diversity climate of the campus as soon as possible so that the effort put into the climate study, attending the forums, and responding to the survey are worthwhile. Our recommendations are as follows:

*Recommendations for changes in the administration and organization of the campus to improve implementation and evaluation of diversity efforts.*

- Signal UCSC's Commitment to Diversity in the Highest Levels of Administration.

- Create an Executive Advisory Council to the Chancellor or a Diversity Officer on diversity issues, policies, and practices.
- Inventory diversity efforts to avoid duplication of programs. Better coordination of diversity efforts will maximize the utilization of resources allocated by diversity. Studying models of successful diversity efforts, such as EOP and The Learning Center, will help improve the quality and efficiency of recruitment and retention efforts.
- Promote current campus and system-wide efforts to bring faculty and staff salaries to market/competitive levels. Support EEO/AA's compensation analysis as required by federal regulations.

A campus-wide diversity survey that is administered at regular intervals is needed to measure progress on diversity issues, policies, and initiatives. Develop procedures that allow for more sophisticated identification of diversity, including multiple racial/ethnic categories and systematic assessment and evaluation of progress along the other domains of diversity identified in the survey. The data collection methods should also aim to produce a less fragmented and more accessible picture of diversity policies, practices, and progress.

- The university needs to develop better oversight and evaluation of recruitment, hiring, supervision, and retention and promotion practices for staff and faculty to assess more accurately and systematically whether the diversity initiatives and policies of the campus are being met. This oversight should include cluster, joint departmental, spousal, Target of Excellence, and the UC Presidents' postdoctoral program. Units, departments, divisions, deans, and higher administrators need to be held accountable for achieving progress on campus-wide diversity initiatives and policies.
- The university should consider alternative pathways to tenure and promotion of staff and faculty that recognize differences in the experiences and challenges that confront its different constituencies and provide some flexibility that are responsive to life issues faced by faculty and staff.
- The university also needs to provide and support training and mentoring workshops that promote awareness of diversity issues and generate practices for supporting existing diversity initiatives and developing new initiatives that are sensitive to the diversity of the campus constituencies.
- Provide additional venues for faculty and staff to discuss concerns involving diversity issues. These venues should ensure confidentiality and provide protections against reprisals for those employees voicing concerns.
- Faculty and staff with management responsibilities should be evaluated on their progress towards diversity and affirmative action goals.

*Recommendations for Improving the Physical Layout of the Campus*

- The terrain of the campus makes it particularly challenging for persons with disabilities. Increase disability access to the campus as well as disability accommodations within dorms and academic buildings. Survey wheelchair-bound students, staff, and faculty about the special challenges they encounter navigating the campus.
- Improve lighting and security on campus so that students, faculty, and staff feel safe at night. These security measures should include making available parking near classrooms, the library, and other evening venues.

*Recommendations for Increasing the Intellectual Climate for Diversity*

- Develop policies and practices that increase diversity in the academic departments and divisions, the classroom, and administrative decision-making. Intellectually diversifying the campus should include increasing discussion and acceptance of political, social class, religious, sexual-orientation, and other forms of diversity that have not received sufficient attention in the campus discussions and programming for diversity.
- Faculty and students in the Natural Sciences and Engineering are more satisfied than the faculty and students in other divisions with the diversity level, campus support for diversity, and other diversity-related policies on the campus. Yet, these divisions are also perceived as less diverse by other campus constituencies. Productive cross-divisional dialogues and planning are needed in crafting UCSC's diversity planning and policies.
- The perceptions of diversity and support for diversity effort varied significantly between segments of the campus citizenship that are well-represented in the campus community and those who are minorities on any of the dimensions of diversity identified by the respondents. Opportunities and safe spaces for these minority opinions to be expressed and incorporated into the campus diversity planning and policies need to be created.
- Study successful approaches programs within and across divisions to develop additional efforts to serve the diverse campus constituencies and promote acceptance and intellectual diversity. Some excellent examples that are already in place are School of Engineering's eWomen graduate program and the ACE program in the science divisions.
- Provide centrally-located spaces, such as a student union, that promote faculty, students, and staff exchange.

*Recommendations to improve diverse students' educational and social experiences.*

- There was widespread support from faculty, staff, and especially students for the creation of ethnic studies departments that centralize and provide depth to courses already being offered on the campus and provide opportunities for interdisciplinary collaboration and dialogue. Support was highest among female,

ethnic minority respondents, who were also the group most likely to feel alienated and isolated in the campus. Respondents suggested that the success of LALS, The Center for Justice and Tolerance, and the Center for Cultural Studies should be used as a model to create centers that serve other ethnic groups on campus. These three programs sponsor research clusters that bring together faculty and students to create cutting-edge intellectual discourse and scholarship and also provide a sense of community and belonging to its members. The recent organizing efforts by the Coalition for Asian American/Pacific Islander Studies, calling for the institutionalization of Asian American/Pacific Islander Studies at UCSC, demonstrate the existence of effective coalition building among undergraduate students, graduate students, faculty, and staff. The successful relationships built among faculty, staff, and students from various disciplinary backgrounds shows the tremendous potential for an innovative and intellectually diverse program at UC Santa Cruz.

- The university needs to re-examine its practices and support for recruitment and mentoring of students, and particularly students from backgrounds traditionally underrepresented in academia. Better coordination with student organizations, mentoring programs, and multicultural programs are needed to provide safe and comfortable places for students. Themed dorms and colleges are both resources and impediments for these goals, and thus, may provide a good starting point for these efforts.

Increase attention and effort to students who are members of groups who have not received much resources and attention, such as Native Americans.

Respectfully submitted,

COMMITTEE ON AFFIRMATIVE ACTION AND DIVERSITY

Anjali Arondekar

Margarita Azmitia

K.C. Fung

Charlie McDowell

Manuel Pastor

Patti Hiramoto

Pedro Castillo, Chair

Sheldon Logan, GSA Representative

Raymond Austin, GSA Representative

Fabian Rivera, SUA Representative

May 15, 2007

**COMMITTEE ON COMMITTEES NOMINATIONS 2007-08**

To: The Academic Senate, Santa Cruz Division

**OFFICERS**

Quentin	Williams	Chair	Earth & Planetary Sciences
Judith	Habicht Mauche	Secretary	Anthropology
Kathy	Foley	Assembly Rep	Theater Arts
Bruce	Bridgeman	Parliamentarian	Psychology

**ASSEMBLY REPRESENTATIVES**

Lori	Kletzer	Vice Chair	Economics
Kathy	Foley	Assembly Rep	Theater Arts

**EXECUTIVE COMMITTEE**

Quentin	Williams	Chair	Earth & Planetary Sciences
Lori	Kletzer	Vice Chair	Economics
Judith	Habicht Mauche	Secretary	Anthropology
Barry	Bowman	(CAP)	MCD Biology
Pedro	Castillo	(CAAD)	History
Jorge	Hankamer	(COR)	Linguistics
Kathy	Foley	Assembly Rep	Theater Arts
TBA		(COC)	
Susan	Gillman	(CPB)	Literature
Ted	Holman	(CFW)	Chemistry and Biochemistry
Richard	Hughey	(CAFA)	Computer Engineering
Kenneth	Kletzer	(P&T)	Economics
Tyrus	Miller	(GC)	Literature
Jaye	Padgett	(CEP)	Linguistics

**ACADEMIC FREEDOM**

Bettina	Aptheker (F)	Chair & UCAF	Feminist Studies
Chris	Connery (W,S)	Chair & UCAF	Literature
Raja	Guha Thakurta		Astronomy and Astrophysics
Nicole	Paient		Music
Mary Beth	Pudup		Community Studies
Holger	Schmidt		Electrical Engineering

**ACADEMIC PERSONNEL**

Barry	Bowman	Chair & UCAP	MCD Biology
Maureen	Callanan		Psychology
Carolyn	Dean		History of Art & Visual Culture
Shelly	Errington		Anthropology
Claire	Gu		Electrical Engineering
Norma	Klahn (W,S)		Literature
Thorne	Lay		Earth & Planetary Sciences
Paul	Roth		Philosophy
Peter	Young		Physics

**ADMISSIONS & FINANCIAL AID**

Richard	Hughey	Chair	Computer Engineering
David	Anthony	BOARS Rep	History
Karlton	Hester		Music
Scott	Oliver		Chemistry and Biochemistry
Juan	Poblete		Literature
TBA			
TBA			

**AFFIRMATIVE ACTION & DIVERSITY**

Pedro	Castillo	Chair & UCAAD	History
Anjali	Arondekar		Feminist Studies
John	Brown Childs (W,S)		Sociology
K.C.	Fung		Economics
Charlie	Mc Dowell		Computer Science
Karen	Yamashita		Literature

**CAREER ADVISING**

TBA		Chair	
TBA			

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

TBA		Chair & UCOC	
Joe	Konopelski		Chemistry and Biochemistry
Carolyn	Martin Shaw		Anthropology
Richard	Montgomery		Mathematics
Andrew	Szasz		Sociology
Mark	Traugott		History

**COMPUTING AND TELECOMMUNICATIONS**

Luca	de Alfaro	Chair & UCITTP	Computer Engineering
Hiroshi	Fukurai		Sociology
Lewis	Watts		Art
Scott	Brandt		Computer Science
Joel	Primack		Physics
TBA			
TBA			

**EDUCATIONAL POLICY**

Jaye	Padgett	Chair & UCEP	Linguistics
Russ	Flegal		Environmental Toxicology
David	Helmbold		Computer Science
Loisa	Nygaard		Literature
Kip	Tellez		Education
Jack	Vevea		Psychology

**ACADEMIC ASSESSMENT GRIEVANCE HEARING CTE**

Melanie	DuPuis	Chair	Sociology
Sharon	Daniel		Film&Digital Media
Alan	Zahler		MCD Biology

**EMERITI RELATIONS**

William	Domhoff	Chair	Sociology
Roger	Anderson		Chemistry and Biochemistry
Joyce	Brodsky		Art
Ted	Holman, CFW	<i>ex officio</i>	Chemistry and Biochemistry

**FACULTY RESEARCH LECTURE**

Leta	Miller (F,W)	Chair	Music
Donna	Haraway		History of Consciousness
Barbara	Rogoff		Psychology
Ethan	Miller		Computer Science
Daniel	Costa		EE Biology

**FACULTY WELFARE**

Ted	Holman	Chair & UCFW	Chemistry and Biochemistry
Noriko	Aso		History
Raymond	Gibbs		Psychology
Margo	Hendricks		Literature
Joel	Kubby		Electrical Engineering
Suresh	Lodha		Computer Science
Craig	Reinarman (W,S)		Sociology
James	Zachos		Earth & Planetary Sciences

**GRADUATE COUNCIL**

Tyrus	Miller	Chair & CCGA	Literature
Gopal	Balakrishnan		History of Consciousness
Claude	Bernasconi (W,S)		Chemistry and Biochemistry
Robert	Boltje (F)		Mathematics
Sue	Carter		Physics
Donka	Farkas (W,S)		Linguistics
Patricia	Gallagher		Theater Arts
Greg	Gilbert		Environmental Studies
Bruno	Sanso		Applied Mathematics & Statistics
Ronnie	Lipschutz (F)		Politics
Michael	Urban (W,S)		Politics
Susan	Schwartz		Earth & Planetary Sciences

**INTERNATIONAL EDUCATION**

Deanna	Shemek	Chair & UCIE	Literature
Rebecca	Braslau		Chemistry and Biochemistry
Michael	Hutchison		Economics
TBA			

**LIBRARY**

Donna	Hunter	Chair & UCOL	History of Art & Visual Culture
Dimitris	Achlioptas		Computer Science
Melissa	Caldwell		Anthropology
Graeme	Smith		Astronomy and Astrophysics
Brian	Catlos (W,S)		History

**PLANNING & BUDGET**

Susan	Gillman	Chair & UCPB	Literature
Karen	Otteman	Vice Chair	Environmental Toxicology
Michael	Brown		Politics
Emily	Honig		Feminist Studies
Lori	Kletzer	<i>ex-officio</i>	Economics
Tracy	Larrabee		Computer Engineering
Herbert	Lee		Applied Mathematics & Statistics
Grant	Pogson		EB Biology
Quentin	Williams	<i>ex-officio</i>	Earth Sciences

**PREPARATORY EDUCATION**

Elizabeth	Abrams	Chair & UCOPE	Writing
Judith	Scott		Education
Anthony	Tromba (W,S)		Mathematics

**PRIVILEGE AND TENURE**

Kenneth	Kletzer	Chair & UCPT	Economics
Ilan	Benjamin		Chemistry and Biochemistry
Martin	Berger		History of Art & Visual Culture
Kimberly	Lau		American Studies
Richard	Otte		Philosophy
Jim	Whitehead		Computer Engineering
Terrie	Williams (F & S)		EE Biology

**RESEARCH**

TBA		Chair & UCORP	
Shaowei	Chen		Chemistry and Biochemistry
Jonathan	Fox		LALS
Carla	Freccero		Literature
Jorge	Hankamer		Linguistics
Judit	Moschkovich (W,S)		Education
Ali	Shakouri		Electrical Engineering
Sriram	Shastry		Physics
Catherine	Soussloff		History of Art & Visual Culture

**RULES, JURISDICTION & ELECTIONS**

Onuttom	Narayan	Chair	Physics
Carol	Freeman		Writing
Daniel	Friedman		Economics
John	Jordan		Literature
David	Koo		Astronomy and Astrophysics

**TEACHING**

Elisabeth	Cameron	Chair	History of Art & Visual Culture
Doris	Ash		Education
Kevin	Karplus		Biomolecular Engineering
Cynthia	Polecritti (W, S)		History
Jie	Qing		Mathematics

***Respectfully Submitted:*****COMMITTEE ON COMMITTEES**

Joel	Ferguson
Joeph	Konopekski
Andrew	Szasz (S)
Mark	Traugott
Carol	Freeman, Chair

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

May 15, 2007

**COMMITTEE ON COMMITTEES**

**Amendment to Bylaw 3.4, on non-senate members who have the privilege of the floor at meetings of the Santa Cruz Division.**

To the Academic Senate, Santa Cruz Division:

The Committee on Committees proposes amending Bylaw 3.4 to grant the privilege of the floor at meetings of the Santa Cruz Division to non-senate faculty members who are appointed to serve on standing committees.

In May, 2004, following the recommendation of the Special Committee on Non-Senate Teaching Faculty, the Academic Senate voted to add one non-senate faculty representative to six standing committees: the Committees on Academic Freedom, Admissions and Financial Aid, Educational Policy, International Education, Preparatory Education, and Teaching. Non-senate faculty representatives have been appointed to and have served on these committees for the last three years.

Because non-senate faculty members offer a significant proportion of academic instruction at UCSC – over 100 of them as post-six-year lecturers, because they have experience and knowledge that can help inform Senate deliberations, and because (as the Special Committee on Non-Senate Faculty pointed out in its report 1/29/04), it is in the best interest of UCSC to take steps to enhance “the ability of non-senate faculty to fulfill their vital role in the university’s educational and service missions,” COC believes that some non-senate faculty members – specifically those who are serving on Senate committees -- should be able to speak at Senate meetings.

Therefore, COC proposes the following change in Bylaw 3.4:

**Current wording**

**Proposed wording**

<p><b>3.4</b> The following students of the Santa Cruz campus may attend meetings of the Santa Cruz Division and shall have the privilege of the floor, but may not make or second motions, and may not vote: the Chair of the Student Union Assembly; the President of the Graduate Student Association; the student campus representative; one student delegate from each college (the method of selection of the delegate from a college to be determined by the students of that college); and up to four students per committee from those students who are appointed to sit regularly with Divisional committees appointed by the Committee on Committees.</p>	<p><b>3.4.1</b> The following students of the Santa Cruz campus may attend meetings of the Santa Cruz Division and shall have the privilege of the floor, but may not make or second motions, and may not vote: the Chair of the Student Union Assembly; the President of the Graduate Student Association; the student campus representative; one student delegate from each college (the method of selection of the delegate from a college to be determined by the students of that college); and up to four students per committee from those students who are appointed to sit regularly with Divisional committees appointed by the Committee on Committees.</p>
--	--

	<p><b><u>3.4.2 Non-senate faculty members of the Santa Cruz campus who are appointed as representatives to Divisional committees appointed by the Committee on Committees may attend meetings of the Santa Cruz Division and shall have the privilege of the floor, but may not make or second motions, and may not vote.</u></b></p>
--	---

Respectfully submitted,

COMMITTEE ON COMMITTEES

Joel Ferguson

Joseph Konopelski

Andy Szasz

Mark Traugott

Carol Freeman, Chair

May 10, 2007

## COMMITTEE ON COMPUTING AND TELECOMMUNICATIONS 2006-07 Report

To the Academic Senate, Santa Cruz Division:

An oral report will be given to the Senate based on the following outline.

### Main Activities

1. **Dark fiber to campus** - It will happen
2. **Data center in Delaware St** - CCT supports it; asks ITS to look at various options
3. **Laptop requirement** - Should we make laptops a requirement on campus?
4. **Cruzmail** - Summary of problems and our recommendations
5. **Google Apps** - An interesting possibility for student email

### 1. Dark Fiber to Campus

- **The problem:** UCSC has only a leased 1GB connection to the rest of the internet
  - No true redundancy
  - Limited bandwidth
  - No ability to manage the connection
- **Largely solved:** UCOP committed to help with the cost of the connection. It will happen in 2-3 years. What this means for the campus:
  - Ability to cooperate across campuses and the US for data centers, fast access to resources, data sharing, ...

### 2. Data Center

- **The problem:** we are running out of space in data centers, both for admin, and for research (clusters) computing.
- **The would-be solution:** A top-notch data center in the Delaware St. building would cost approx 12 M\$.
- **CCT thinks:**
  - Data center capability will be of strategic importance
  - CCT encourages ITS to consider alternative, and cheaper, solutions, such as:
    - Co-location with industrial partners
    - Lower reliability, suitable for research, but not for administrative computing (no back-up generators)

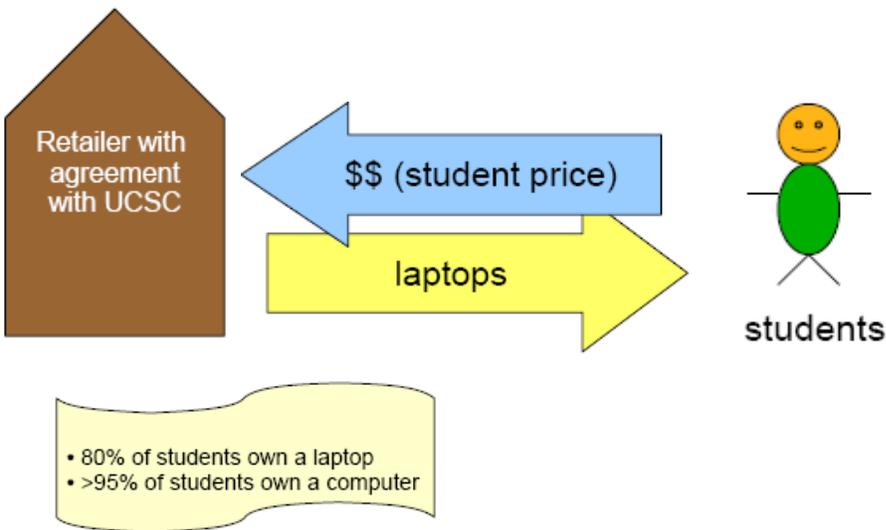
### 3. Laptop Requirement

#### *Should we make laptops a requirement for undergrads?*

- What this is NOT: a way of encouraging students and instructors to bring laptops to class.
  - The use of laptops in instruction is at the complete discretion of the instructor, as usual.
- What this IS: a way to
  - Raise financial help for students
  - Help bridge digital divide between wealthy and poor
  - Make laptop ownership easier

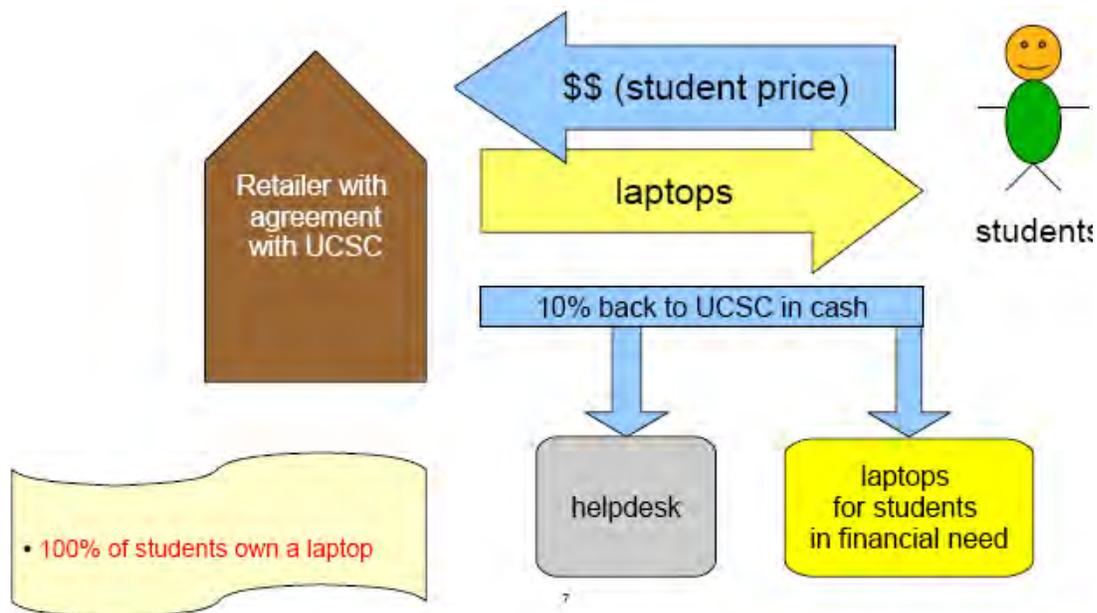
#### 4. Laptop Requirement

*How it would work: No laptop requirement*



#### 5. Laptop Requirement

*How it would work: laptop requirement*



## 6. CruzMail: Problems

*The problems can be broken down in two categories:*

- Failures in third-party (hardware) components
  - BlueArc storage, firewalls, NAS storage
  - Problem beyond scope of ITS management
- Misconfigurations
  - 2004, 2006: email lost due to filtering, rate limiting, ...
  - 2007: when a server failed, the other one alone could not handle the load.
  - Common thread: email and spam is increasing. The challenge is to stay ahead of the curve.

## 7. CruzMail: Recommendations

*Technical:*

- Rearchitect the storage system
- Explore more distributed server configurations
- Copy well-tried solutions in other institutions

*Management:*

**Somebody should “own Cruzmail”:** Create the figure of a *technical project manager*:

- Person with clear technical expertise and vision
- Can take decisions, including on policy (in consultation with committees, but with decision power)
- Is responsible for pushing issues through committees
- Has vision for campus-wide implications of service

## 8. Google Apps for Education

- **Email (Gmail style).** No ads for students
- **Calendar:** You can create calendars for classes and seminars, share them, add calendars to your own, ...
- **Shared documents and spreadsheets.** You can share them to viewers and to co-editors, fully versioned, ...
- **New apps** will be available...
- **Offered for students** and for faculty on trial basis
- **Cost:** 0 \$
- **Being discussed across the UC system** (UCD is very interested, UCB is not). A few other universities are using it.

## 9. Google Apps

*Pluses:*

- It gives us a recovery plan.
- Many students like the interface (*and already use Gmail*).
- Good collaboration tools (*calendar, shared documents, ...*)
- Facilitates providing email to students, alumni
- Faculty could use it on a trial basis (*but, no UCSC backups*)

***Minuses:***

- Not currently suited to staff/administration (*lacking in backup capability, assurances for subpoenas, ...*)
- Legal agreement still in process (*talks at UCOP level, concerns on: advance notice before terms change, ...*)
- Lock-in: what if conditions change? (*see above on advance notice*)

Respectfully submitted,

COMMITTEE ON COMPUTING AND TELECOMMUNICATIONS

Larry Andrews  
John Deutsch  
Gary Glatzmaier  
Minghui Hu  
Raphael Kudela  
Ethan Miller  
Luca de Alfaro, Chair

Xinlu Zhang, SUA Representative

May 15, 2007

**COMMITTEE ON EDUCATIONAL POLICY**  
**Amendment to Bylaw 13.17.6**

To the Academic Senate, Santa Cruz Division:

CEP is proposing an amendment to Santa Cruz Bylaw 13.17.6. This bylaw defines CEP's powers and responsibilities related to (the Santa Cruz Division) University Extension (UNEX). The main intention of the change is to clarify that CEP's powers and responsibilities vis-à-vis UNEX are analogous to its powers and responsibilities vis-à-vis the rest of the University. In addition, CEP remains the "default" committee for UNEX matters that do not fall within the purview of any other Senate committee.

Current Bylaw 13.17.6 was added to the CEP bylaws when a separate Senate committee with purview over UNEX was abolished. The inserted language is problematic in two regards.

First is its statement that CEP is concerned with the UNEX budget: "...to advise the Chancellor of Santa Cruz and local Dean of University Extension on any matters referred to it concerning the functions, and the educational and related *budgetary* and personnel policies of University Extension" (emphasis added). Matters of University budget are clearly within the purview of another Senate committee, the Committee on Planning and Budget (CPB). Santa Cruz Bylaw 13.24.2, on the charge of CPB, states that "The Committee confers with the Chancellor of the University of California, Santa Cruz, concerning the budget and budget policy for the Santa Cruz campus." (Note: by standard interpretation UNEX is included within the "Santa Cruz campus".) Bylaw 13.24.3 states that CPB "acts for the Santa Cruz Division on all proposals for the initiation and abolition of academic programs and on all proposals for their revision when a change of budget is involved." CEP's own bylaws (13.17.3) state that "the Committee reviews all existing academic programs and acts for the Santa Cruz Division on proposed revisions *that do not involve changes in the allocation of the budget. When the Committee finds that revised academic programs will require revised budgetary allocations, the Committee forwards its recommendations for approval to the Committee on Planning and Budget*" (emphasis added).

From the perspective of these bylaw statements, the mention of the UNEX budget in 13.17.6 seems anomalous. It also does not correspond to practice, since CEP has never considered the UNEX budget and CPB has done so extensively (see for example <http://senate.ucsc.edu/cpb/indxothr.html>). Since CEP does not advise on budgetary matters otherwise, it has no context within which to consider the UNEX budget even should it want to.

Second, and now putting the mention of budget aside, most of the bylaw language is either i) redundant given the rest of CEP's Bylaw 13.17, or ii) overly specific and therefore confusing in the context of 13.17. These points are discussed in more detail below.

*These powers and responsibilities apply to all University Extension courses*

CEP exercises purview not only over UNEX courses but over UNEX academic programs and instructor appointments, analogous to its role with regard to the rest of the Santa Cruz Division as stated in bylaw:

13.17.3: "The Committee is concerned with the quality of all academic programs not under the purview of the Graduate Council."

13.17.5: “The Committee has plenary powers regarding...the appropriateness of the assignment of a particular instructor to a particular course.”

*offered under the auspices of the Santa Cruz campus. Additional duties are: to advise the Chancellor of Santa Cruz and local Dean of University Extension on any matters referred to it concerning the functions, and the educational and related budgetary and personnel policies of University Extension;*

CEP’s role, as defined by 13.17 and established practice, already entails advising principle officers regarding educational policy, and in fact CEP’s role in educational policy is more than advisory. Mention of personnel is redundant in the case of instructors, given 13.17.5 (see above), and inappropriate if non-academic personnel are intended.

*to advise the local Dean of University Extension and the colleges, schools, and the Graduate Division with respect to: (a) establishment and discontinuance of Extension programs,*

This follows from 13.17.3. Besides the language above, 13.17.3 includes: “[CEP] receives all proposals for new programs and reviews them in terms of academic quality...” and “...the Committee reviews all existing academic programs and acts for the Santa Cruz Division on proposed revisions...”.

*(b) criteria for appointment and retention of Extension teaching staff,*

Follows from 13.17.5 (see above).

*and (c) policy on acceptance of extramural support for Extension programs;*

To the extent that there are academic policy issues involved here, it is covered by 13.17 already. (See also below.)

*to coordinate, in such respects as it deems advisable, the relations of University Extension with the Division.*

We understand this phrase to make CEP the responsible Senate committee for dealing with matters concerning UNEX that do not already fall to another committee such as the Committee on Planning and Budget or Graduate Council. The proposed amendment to 13.17.6 retains this language.

**Current wording**

**Proposed wording**

<b>13.17.6</b> These powers and responsibilities apply to all University Extension courses offered under the auspices of the Santa Cruz campus. Additional duties are: to advise the Chancellor of Santa Cruz and local Dean of University Extension on any matters referred to it concerning the functions, and the educational and related budgetary and personnel policies of University Extension; to advise the local Dean of University Extension and the colleges,	<b>13.17.6</b> These powers and responsibilities <u>stated in SCB 13.17</u> apply <u>extend</u> to all University Extension courses offered under the auspices of the Santa Cruz campus. <del>Additional duties are: to advise the Chancellor of Santa Cruz and local Dean of University Extension on any matters referred to it concerning the functions, and the educational and related budgetary and personnel policies of University Extension; to advise the local Dean of</del>
---	--

schools, and the Graduate Division with respect to: (a) establishment and discontinuance of Extension programs, (b) criteria for appointment and retention of Extension teaching staff, and (c) policy on acceptance of extramural support for Extension programs; to coordinate, in such respects as it deems advisable, the relations of University Extension with the Division.	<del>University Extension and the colleges, schools, and the Graduate Division with respect to: (a) establishment and discontinuance of Extension programs, (b) criteria for appointment and retention of Extension teaching staff, and (c) policy on acceptance of extramural support for Extension programs;</del> to <b><u>In addition CEP</u></b> coordinates, in such respects as it deems advisable, the relations of University Extension with the Division.
--	---

Respectfully submitted,

**COMMITTEE ON EDUCATIONAL POLICY**

Heather Bullock

Russ Flegal

David Helmbold

Pamela Hunt-Carter, *ex officio*

Anatole Leiken

Loisa Nygaard

Jaye Padgett, Chair

Joel Ferguson, Provosts' Representative

Flori Lima, SUA Representative

Sarah-Hope Parmeter, NSTF Representative

George Zhang, SUA Representative

May 9, 2007

**COMMITTEE ON EDUCATIONAL POLICY**  
**Report on a Change in Student Health Center Policies**  
**Regarding Medical Excuses**

To the Academic Senate, Santa Cruz Division:

The UCSC Student Health Center intends to cease offering students medical excuses or documentation of visits as of the start of fall quarter 2007. The Health Center has consulted with CEP about this change in practices because it has implications for instructors' course policies. The medical centers of many other colleges and universities (Cornell University, Penn State University, the University of Iowa, the University of Wisconsin-Madison, etc.) have made similar decisions not to provide students with routine medical excuses. CEP supports this change in Health Center policies. The reasons why should become apparent from what follows.

**THE PROBLEM:**

In an effort to maintain a high level of attendance in classes and to forestall the late submission of assigned coursework, some faculty require that students present medical excuses for any absence from class and/or for late submissions or missed quizzes and exams.

These policies have had a spill-over effect, in that students sometimes feel that it is necessary or to their benefit to turn in medical excuses even in courses where the instructor does not require them.

Partly as a result, the campus Health Center in recent years has seen a sharp increase in the number of students seeking medical excuses, particularly around the time of midterms and finals.

Of students visiting the Health Center because of cold symptoms, approximately 30 percent are seeking medical excuses. Overall, roughly 20 percent of students who go to the Health Center ask for a doctor's excuse. Given the volume of patients seen by the Health Center each day, this amounts on average to the workload of a full-time physician.

The requirement by some instructors that students provide medical documentation of illness in case of absence or late work not only increases the workload of the Health Center staff and absorbs time and resources that could better be spent in caring for sick patients, but also creates additional problems. The desire to obtain a medical excuse can potentially motivate students to exaggerate their symptoms, which in turn can lead to unnecessary and expensive tests. Further, such behavior undermines the trust so important in the clinical relationship between doctors or nurses and their patients. Finally, the Health Center staff would like to help students at this transitional time in their lives learn how to make sensible and appropriate use of medical services. The need for a medical excuse, on the other hand, can lead students to visit the Health Center for problems that could normally be well managed by self care.

CEP Report on a Change in Student Health Center Policies Regarding Medical Excuses

Faculty should be aware that a note signed by Health Center staff does not constitute “proof” that a student has in fact been ill. Patients at the clinic often describe symptoms - - of headaches, nausea and vomiting, etc. -- that have already resolved themselves by the time of their visit. Indeed, a large number of the students visiting the Health Center are not seeking treatment, but merely the required medical documentation of their illness. In consequence, the doctors and nurses at the Health Center have less time and attention to give to patients who truly need their assistance.

### **PROPOSED SOLUTIONS:**

To resolve these problems and improve the quality of care it is able to provide, the Student Health Center will cease offering routine medical excuses or documentation of visits as of the start of fall quarter 2007.

Consultation with faculty colleagues in a variety of disciplines suggests that there are other ways besides requiring medical excuses to ensure regular attendance and to deal with missed exams or late assignments. For example:

- 1) Faculty may stipulate a certain number of allowed absences (e.g. 2 or 3 per quarter), beyond which further absences will have a negative impact on the student’s grade and may cause him/her to fail the course. Instructors should clearly indicate that these allowed absences are meant to cover contingencies such as illnesses, family emergencies, and the like.
- 2) Faculty may require that students contact them about all absences, preferably in advance of class.
- 3) Faculty may require students to complete make-up work for each class for which they were absent. Thus the students may be asked to complete additional exercises (in a language or math class) or to write a 2 to 5 page paper on the subject matter covered in the class they missed.
- 4) In courses with a number of quizzes and exams, reading responses, lab reports, etc., the faculty member may allow students to miss one such assignment without penalty.

There are many other possibilities as well. The critical factors are that faculty clearly lay out their expectations, set parameters, and then encourage students to act responsibly within these defined limits.

In cases of missed exams or late papers and other assignments, faculty and/or their teaching assistants will need themselves to speak with students to determine how credible or acceptable their reasons for missing an exam or due date are. In any case, as mentioned above, the notes currently provided by the Student Health Center do not “prove” that a student has been ill. In fact, faculty and TAs are sometimes in a better position than Health Center staff to evaluate the credibility of student claims, since they have an ongoing relationship with their students, whereas doctors and nurses may see a patient only once and briefly.

Finally, CEP urges faculty to lay out clearly their policies on missed exams and late submission of assigned work, preferably in the course syllabus. Such policies can vary

CEP Report on a Change in Student Health Center Policies Regarding Medical Excuses significantly from one instructor to another, even within a single major, and students are more likely to adhere to faculty expectations if these are clearly articulated.

### **EXCEPTIONAL CASES:**

It is unfortunate but does happen that a student in the course of a quarter may suffer from a significant, ongoing illnesses or have a serious accident. In such unusual cases, the Health Center can provide documentation of the problem, provided that the student in question signs a special consent form allowing the Health Center to release information.

In these instances, students have a responsibility to inform faculty in a timely way about the problem and to discuss how the illness or injury will impact their performance in the course. Students do enjoy privacy rights and hence have no obligation to divulge the exact nature of the illness or injury.

Faculty frequently will do what they can to accommodate the problems such serious illnesses or injuries produce for students. But students are still under an obligation to complete the basic requirements for each course for which they receive credit.

In rare and exceptional instances, ailing or injured students may need to request an “Incomplete” for one or more courses, to withdraw from a class, or to withdraw from the University for the rest of a quarter. Faculty and students are advised to consult existing campus policies about Incompletes and Withdrawals.

Addendum: Statement from Gannett Health Services, Cornell University, Ithaca, New York:

***Gannett does not provide medical excuses.** It is, and has been for many years, Gannett’s policy not to routinely provide medical ‘excuses’ for students who have missed classes, exams, or due dates for papers or projects. Our reasons are several, including our commitment to patient confidentiality, our role in educating students about appropriate use of health care, our concern for furthering the developmental transitions of young adulthood, our lack of direct knowledge about illness or injuries effectively managed by self care, and our own finite resources. It is important that students and faculty resolve concerns that arise when illness interferes with academics with appropriate honesty and trust.*

Respectfully submitted,

#### COMMITTEE ON EDUCATIONAL POLICY

Heather Bullock

Russ Flegal

David Helmbold

Pamela Hunt-Carter, *ex officio*

Anatole Leiken

Loisa Nygaard

Jaye Padgett, Chair

Joel Ferguson, Provosts’ Representative

Flori Lima, SUA Representative

Sarah-Hope Parmeter, NSTF Representative

George Zhang, SUA Representative

May 10, 2007

**COMMITTEE ON EDUCATIONAL POLICY**  
**Report on Recent Activity Related to UCSC's Writing-Intensive Requirement**

To the Academic Senate, Santa Cruz Division:

At the winter quarter 2007 Senate meeting CEP introduced the following resolution, which passed unanimously:

---

WHEREAS

- The ability to write effectively is fundamental to a university education;
- Writing is a complex skill that must be nurtured beyond the first year of college;
- Writing in a discipline promotes a deeper understanding of the substance of that discipline;
- Effective evaluation of and feedback about writing puts a special demand on evaluator-to-student ratios and therefore on resources;
- The current capacity shortfall in W offerings at UCSC places an unacceptable burden on students, advisors, and faculty;
- This problem of capacity cannot be addressed without an increase in resources devoted to W, unless the quality or meaning of W is to be eroded;

THEREFORE BE IT RESOLVED that the Senate calls on the Central and Divisional administration to work with departments and with the Senate committees to find a solution to the W crisis and to allocate the funding needed for it.

---

Getting this Resolution passed is only one step in an on-going effort to rethink UCSC's writing-intensive (W) requirement, an effort that is necessary for both pedagogical and logistical reasons. For those unfamiliar with the background and recent events, please refer to CEP's two documents "CEP resolution on the writing-intensive requirement" and "CEP slides on the writing-intensive requirement" at <http://senate.ucsc.edu/cep/reportsindex.html>. Both reports, which formed the context for the Resolution, argued that a meaningful approach to the issues involved would cost at least several hundred thousand dollars annually. CEP made the following recommendations:

---

1. *Restore the Peer Writing Assistant Program*

Students need support – outside of a W class – for their basic writing skills.

2. *Provide FTE for professional writing instructors to support writing in the disciplines*

Writing instructors are needed to consult with faculty teaching W courses, and to offer training courses for TAs and writing assistants.

Consider especially hiring instructors dedicated to writing in the sciences and/or engineering.

*3. Provide TAS funds to targeted departments or divisions where the need for W support is greatest*

For graduate students and/or lecturers.

Support for W in the form of TA or TF funds could enable UCSC to meet its goal of combining graduate growth with improvements to undergraduate education.

Cost at UCLA of providing matching TA funds to departments for W-like requirement: \$250,000.

*4. Reformulate W as a requirement that students learn to write according to the conventions of their own academic field*

Departments must be involved, even if they do not sponsor W courses themselves.

*5. Broaden W to a "Disciplinary Communications" requirement encompassing not only writing but other forms of communication*

---

This initiative on writing is in turn part of a larger effort by CEP, to continue all next year, to encourage campuswide discussion and reform in general education. (See "CEP slides on general education" at <http://senate.ucsc.edu/cep/reportsindex.html>.)

Since the last Senate meeting, CEP has been consulting with all of the divisional deans, and with the Committee on Planning and Budget, and we will continue to do so. The goal is a Senate proposal, by both committees and possibly Graduate Council, to the Executive Vice Chancellor building on (1)-(5) above.

In addition we have begun to approach departments directly. This is an important step in addressing the writing-intensive requirement for two reasons. First, the W is meant to be a *disciplinary* writing requirement. Disciplines by their nature have different approaches to writing, and our first goal is to invite and encourage departments to articulate clearly what their own expectations are of their majors in this regard. Second, since departmental expectations or requirements vary, and since divisional contexts vary, resource solutions to the writing-intensive issues may be in part department-specific.

The process of approaching departments began with a letter recently sent to all departments (attached to this report). We are now following up by meeting with a number of departments in an attempt to develop pilot approaches to disciplinary writing in each division. To help with this, we have obtained extensive data from the Institutional Research and Policy Studies Office on the availability and distribution of W seats in relation to campus divisions and majors. On the basis of the progress we make on this between now and next fall, our plan is to encourage *all* departments, by the end of next academic year, to articulate their own disciplinary communications objectives for their majors and to work with us and the administration to realize their own goals.

Respectfully submitted,

COMMITTEE ON EDUCATIONAL POLICY

Heather Bullock

Russ Flegal

David Helmbold

Pamela Hunt-Carter, *ex officio*

Anatole Leiken

Loisa Nygaard

Jaye Padgett, Chair

Joel Ferguson, Provosts' Representative

Flori Lima, SUA Representative

Sarah-Hope Parmeter, NSTF Representative

George Zhang, SUA Representative

May 15, 2007

## ADDENDUM #1

May 15, 2007

DEPARTMENT CHAIRS

Re: University writing requirements

Dear Department Chairs:

The Committee on Educational Policy is requesting your feedback on a matter important to all undergraduates and most departments.

As you may have heard, CEP has been working with the administration and other Senate bodies in a reconsideration of our campus's approach to upper-level (non-frosh) writing requirements. These requirements are currently embodied in the writing-intensive (W) requirement. This requirement needs attention for two reasons. First, there is a serious shortfall of W course capacity on campus, a problem that is negatively affecting the quality of campus courses and threatening students' ability to graduate in good time. Second, the current requirement falls short of its educational goals: it focuses exclusively on one required course while writing is a broader pedagogical need; it does not extend to forms of communication besides writing; and most important, it provides no guarantee that students will receive practice and training in the kind of writing that is appropriate to their chosen fields.

With this message we are including URLs pointing to (i) CEP's report and Senate Resolution [<http://senate.ucsc.edu/cep/CEPResonWSCP1521.pdf>] and (ii) its slide presentation [[http://senate.ucsc.edu/cep/senate\\_W\\_talk1.pdf](http://senate.ucsc.edu/cep/senate_W_talk1.pdf)], both from the winter 2007 Senate meeting. There you will find more detail on the writing-intensive requirement issue as well as a list of CEP recommendations. The resolution itself calls "on the Central and Divisional administration to work with departments and with Senate committees to find a solution to the W crisis, and to allocate the resources needed for it". This resolution passed unanimously. With this faculty mandate, CEP and the Committee on Planning and Budget will be engaging with the deans and the Executive Vice Chancellor in the hopes of resolving the resource issues.

But addressing the writing-intensive issue in a way that takes seriously its educational rationale will equally require participation of departments. For example, CEP is considering broadening the W requirement to a Disciplinary Communications requirement, allowing it to be extended to include modes of communication besides writing (e.g., oral and poster presentations) while keeping writing central. Most important to departments, we are exploring an idea that students must satisfy the requirement through courses appropriate to their chosen major fields. This idea would **not** entail that departments must mount or sponsor the relevant courses themselves. It would require that departments help define the intellectual content and form of disciplinary communications courses appropriate to their majors. This is because only departments are in a position to say what kind of writing, speaking, or presentation skills their students should acquire as part of an education in the relevant major.

The requirements for many majors already entail passing a writing-intensive course. For departments sponsoring such majors, this campus-wide discussion provides an opportunity to evaluate and reaffirm or adjust their approaches to disciplinary communication. Other major programs do not currently require that students pass courses in disciplinary communications appropriate to that major. CEP is well aware that for such departments to do so might involve questions of resources. Addressing this issue will be an important component of any revision to the writing-intensive requirement.

Put simply, CEP is asking all departments to reflect on the following questions.

- What communication skills do you think your majors should acquire, with attention to writing and other forms of discipline-related communication?
- What are you doing to aid your majors in acquiring these skills already? How well do you think those efforts are working? Which courses in the major already address these needs?
- What would it take to make up the difference (if applicable)? In particular, what kind of course or course sequence would you propose given adequate support?

We ask, first, that you share this email, and the two document (via webURL), with your department's faculty. Second, either this quarter or in the fall CEP representatives will be in touch with your department in order to hear your views and discuss the questions given above. We are especially eager to work with departments with majors that do not currently require satisfaction of W, in order to discuss what those departments think are appropriate disciplinary communications requirements for their majors and what would be needed in order to realize those pedagogical goals.

CEP members are happy to respond at any time to questions or concerns related to this proposal. Given the capacity and pedagogical issues involved, the campus must take some action on this matter soon, and there is broad support to do so. But we understand that moving forward will require broad consultation with departments and a good deal of problem solving.

You may wish to include another faculty member of your department (such as an undergraduate director) among the people for CEP to be in contact with on this issue. If so, please send their contact information to me, Jaye Padgett (CEP chair), at padgett@ucsc.edu. Since we don't believe that this important and complicated issue will be resolved this year, it would be helpful to include contacts who will be available in the 2007-08 academic year.

Thanks for your attention on a matter that is important to our students and to our educational mission.

Sincerely,

/s/

Jaye Padgett, Chair  
Committee on Educational Policy

CC: Senate Chair Crosby  
VPDUE Ladusaw  
CPB Chair Gillman

College Provosts  
Divisional Deans  
Senate Director Harhen  
Department Managers

**COMMITTEE ON PLANNING AND BUDGET**  
**Report on Conditions & Strategies for Growth – May 2007**

To the Academic Senate, Santa Cruz Division:

**Abstract**

This report presents an overview of how effectively the campus has coped with the rapid growth of the past decade. It begins with a retrospective assessment of the conditions placed on growth in the recent past and moves to an update on “Current Realities.” The bulk of the report addresses “Strategies for Growth” in the future, defining them in the context of different models of campus planning. In the sections on “Enrollment Management,” the report focuses on the planning and information needed to articulate the interdependencies between graduate and undergraduate enrollment growth and the changes necessary to achieve the campus goal of increasing graduate enrollments to 15% percent. This section offers a series of specific recommendations (in bold) and ends with key conclusions.

The working assumption throughout the report is the Committee on Planning and Budget’s (CPB) belief that the expansion of graduate enrollments should occur in a manner that at a minimum preserves the excellence of existing undergraduate and graduate programs. The expansion of graduate enrollments should augment the undergraduate experience at UCSC as well as the campus’s research enterprise. Whether the target is achieved sooner or later matters less than eventually achieving the goal in a manner consistent with excellence.

**Introduction**

In recent years, the UCSC campus has undergone rapid expansion, growing from an enrollment of 10,981 in 1998 to 14,122 in 2002, to the current 15,360. During those years, a campuswide process of academic planning was launched, which could not always keep pace with such rapid growth over a relatively short time. Various initiatives were explored to accommodate increasing enrollments, including the Silicon Valley Center and an expanded Summer Session that would contribute to year-round operations. Rapid growth of the campus coincided with times of budget cuts. Between 2001-02 and 2004-05, the campus received permanent budget cuts that resulted in permanent cuts to the academic divisions that ranged from three percent to five percent and to administrative divisions that ranged from five percent to ten percent. Meanwhile, the campus witnessed rapid turnover in top administrators. Since 2003, we have had four different chancellors and three different executive vice chancellors. At the same time, the Long Range Development Plan (LRDP), which sets the envelope for physical growth, had to be renegotiated as the campus approached an enrollment of 15,000, the maximum then allowed by the LRDP.

**Senate Oversight During the Recent Past**

Given all of these developments, the Academic Senate focused during this period on issues of growth, particularly on one major question: How to define acceptable growth

for the campus as a whole. To that end, the CPB has issued a series of reports, starting in 2001, on the principles used to guide the rapid enrollment growth experienced by the campus as well as the measures used to assess its effects. (See the following: Report #5 on the Santa Clara Valley Regional Center, May 2001, [AS/SCP/1312](#); Enrollment Management at UCSC: Planning and Information Needs, April 2002, [AS/SCP/1348](#); Campus Enrollment Growth and Infrastructure, January 2003, [AS/SCP/1373](#); Report on the Strategic Futures Committee/Long Range Development Plan Process and the Future of Enrollment Growth at UCSC, June 2004, [AS/SCP/1348](#)). The ultimate objective was to make future growth *conditional* on whether it would improve the campus.

As a result of Senate actions, the campus currently has in place two goals related to growth:

1. Increase the percent of graduate enrollments (from 8.7 percent in 2003, the year when these conditions were put in place, to at least 15 percent).
2. Increase capacity Instruction and Research (I&R) space (in line with UCOP's overall goal of meeting at least 80 percent of the guidelines set by the California Postsecondary Education Commission or CPEC). CPB further proposed that if the campus experienced continued degradation of its graduate/undergraduate ratio and in its capacity I&R space, the central administration should limit the growth in its undergraduate population. These principles were accepted by the Senate, and thereafter, the central administration agreed to a planned enrollment strategy consistent with the Senate's two conditions of growth.

The same determination to prevent rapid expansion from eroding academic quality at UCSC led to intensive Senate involvement in the vetting of the LRDP and the Environmental Impact Report (EIR). The Senate was concerned that appropriate metrics and analyses be used in determining the impact of growth. In April 2006, the Senate passed a resolution that made endorsement of the LRDP contingent on the Senate Executive Committee (SEC) reviewing and approving aspects of the plan.

### **Current Realities**

We are at a critical moment in the history of the campus. The search for a chancellor is underway, and of the five deans, four are or will be relatively new to the campus. Two new deans (Division of the Arts and the School of Engineering) will join the administration in 2007-08, and the two deans (Divisions of the Humanities and of Social Sciences) who arrived last year are now articulating academic plans for their divisions. Equally important, we are entering a transitional phase in which the bulk of the growth in undergraduate enrollments is behind us. As the state experiences a flattening of the growth in University-eligible students, the University has begun to contemplate changes in admissions procedures that will have serious consequences for UCSC, possibly resulting in enrolling more students who lack the traditional levels of preparation for college.

This is the moment to assess our current conditions of growth, to consider supplementing them with additional conditions, and to think about overall strategies for growth. By conditions of growth, we mean factors that might serve as trip-points, indicating that increased enrollment is no longer advantageous. By strategies for growth, we mean factors that will allow us to make the best use of our resources in transitional times. Articulating strategies will help us to enumerate additional conditions that are both responsive to current needs and anticipate the future.

### **Strategies for Growth**

The Senate has repeatedly affirmed that the academic mission needs to remain at the center of all discussions of growth. Measuring educational quality has two components: (a) instructional and (b) budgetary. What this means is that strategic campus planning must directly link academic and budgetary planning. Rather than merely asking what we can do with the dollars we have, we must also assess our needs and the costs of meeting them. We believe that future growth should be balanced between the enhancement of existing programs and the development of new programs, rather than simply favoring the new, as we have often done in the past.

The goal of the strategic academic plan should be to align student make-up with areas that we want to grow. At the same time, we need to monitor the effects on academic quality of rapid growth in the freshman-level enrollment of recent years, in order to identify areas of strength and potential growth as well as those areas in which educational quality may be deteriorating. This transitional period of slowed new growth provides the opportunity to assess and, if necessary, to mitigate the effects of past growth.

Given that steady state is at hand, and the next phase of growth may well be our last, it is time to develop new thinking that links enrollment *management*, as opposed to enrollment growth, to resource allocation. Rather than focus, as we have historically done, on raw numbers, the campus should instead work to accommodate and distribute our undergraduate student population. Redeployment of existing resources, rather than continued growth, must become the primary means of enhancing current strengths as well as developing new initiatives.

In the past, long-range campus planning was constrained by the way divisions competed for resources generated by the undergraduate enrollment growth that the campus had already experienced (i.e., enrollment-growth related resources are made available after enrollments have arrived). Moreover, state funds for each additional student FTE do not cover the full cost of instruction, and that rate (the “marginal cost”) has been steadily declining (see Figure 1, “Budget Gap”). The focus on new enrollment-generated resources means that less attention was systematically paid to accountability for the use of existing resources or of carry-forward funds. In all of these ways, the incremental funding model has thwarted adequate long-term strategic planning. The campus is now working to break through the limitations of this perspective, in order to cope with limited growth in enrollment while retaining flexibility as new opportunities present themselves. Instead of simply adding students across existing programs, future growth should be

targeted to the enhancement of existing programs and/or the development of new programs that would then accommodate and distribute the overall student enrollment.

### **Enrollment Management I: Capacity**

Effective enrollment management addresses critical capacity issues including availability of programs, student demand, and capacity in terms of space. These key measures of educational quality enable us to assess how effectively we are delivering our programs, from General Education requirements to exit seminars for the majors. The Committee on Educational Policy (CEP) is currently conducting a major review of the overall effectiveness and structure of the campuswide writing-intensive (“W”) requirement. Other lower-division requirements in the different divisions may also be impacted. The campus appears to have a serious capacity issue affecting educational quality, with students in the first two years experiencing difficulties in enrolling in gateway courses and other prerequisites for the major. **We need to gather further evidence, in the distribution of students among majors and variation in time-to-degree, of which programs and majors are unable to provide required courses in a timely manner.**

### **Enrollment Management II: Undergraduate and Graduate Students**

Effective enrollment management also links data on graduate students with data on undergraduate students. Although the campus has succeeded in adding new graduate programs and increasing the total number of graduate enrollments (see Figure 2, Ph.D. programs and Ph.D. degrees conferred), we have declined in the graduate-undergraduate ratio because of the number of new undergraduates enrolled (see Figures 3 and 4). **This outcome suggests that we need measures of critical mass in graduate programs over time, in addition to measuring the ratio itself. Comparative data on graduate enrollments targets and capacity should be collected by programs within and across disciplines.**

Considering graduate growth alone could produce a scenario in which the divisions that are slated for growth (PBSci and Engineering) miss their undergraduate enrollment targets but meet or exceed graduate targets (and, indeed, these divisions currently have the largest percentage of graduate students on campus). At the same time, and by various means, the other divisions maintain current undergraduate enrollments and current numbers of Bachelor's degrees. The result would be an unintended negative consequence: retention of undergraduates declines as they do not enroll as projected in the FTE-richer divisions and are unable to get their majors of choice in other divisions. Similarly, we need to track how we are spending freshman-generated dollars, to assess whether they are used to maintain and improve TA ratios and hence leverage a higher proportional growth in graduate support. Some graduate and professional programs will require an undergraduate component. There are specific areas in which synergies with new or existing undergraduate programs could be key components of a viable financial model of a graduate or professional program. Financial viability might be difficult to achieve for such programs if enrollment growth occurred in the absence of strategic academic plans. In the optimal scenario, UCSC could phase in undergraduate enrollment growth as a

component of a broader plan to fund specific graduate and professional programs, and only after the forward funded component has been committed by state or private sources.

Linking undergraduate and graduate growth should be done by division, and perhaps even by department. As freshman enrollments have grown, the number of graduate courses has increased, and while this is consistent with the goal of strengthening graduate education, the number of undergraduate courses taught has also been affected. The divisions could redress this imbalance and still follow campus goals of increasing graduate enrollments by increasing class size in carefully selected undergraduate courses and directing newly available instructional funds to provide adequate TA support for those large courses. **Among the mitigation measures that therefore must be taken at this critical phase is to increase graduate support, in the form of TAships, in order to protect the quality of undergraduate education. The campus does not want to produce a higher proportion of graduate students in a way that undermines the TA support of those same students and graduate programs.**<sup>1</sup>

### **Beyond Enrollment Growth: Other Models of Campus Planning**

Enrollment management is only one of several strategies to ensure that we use our resources well. Recognizing that enrollment funds are neither the sole nor sufficient source of revenue, the campus must plan proactively to use the financial resources that enrollment growth can generate in combination with other sources of funds that the campus actively seeks. This would require a more effective fund-raising operation, better linked to academic plans and priorities. During this academic year and continuing into 2007-08, CPB is working with the CPEVC on a different kind of campus planning model that more directly links together three types of planning: financial, physical, and academic. We will report to the Senate on progress made in developing campus planning and funding models that target the dollars generated by increased enrollments and other sources to the enhancement and development of specific programs, and that condition further growth on achieving agreed-upon planning benchmarks.

### **Additional Conditions**

Given the importance of enrollment management as an effective strategy for successful growth, CPB recommends that to the two conditions already identified (graduate ratio

---

<sup>1</sup> Growth should thus be planned in a way that preserves and augments TA support. In addition, there are other key principles that go beyond the scope of this report but which are critical to the goal of growing the graduate population without compromising resources. Office space, child care, and affordable housing are scarce resources for current graduate students. Our commitment to grow the graduate population should be coupled with a commitment to make more of these scarce resources available. Existing graduate programs, with established reputations, should be bolstered even as new programs are brought on-line. The campus should attract not only more graduate students, but the best graduate students. Existing fellowship programs should be augmented and new fellowship programs should be developed to attract the most competitive students from across the nation and the globe. Support for exceptional international students should be prioritized.

and assignable square footage (ASF)), we add two additional and linked measures: *retention rates and time-to-degree*.

Retention rate is a key measure of education quality because it is correlated with most of the other major indicators of quality. It is affected indirectly by class size and student-faculty ratio as well as by selectivity. Retention is also directly affected by several major elements of program assessment, especially the availability of courses, advising and mentoring, academic program preparation and selection. Because measures based on graduation rate, and by extension, retention, are widely used in the UC system, the campus already has substantial data, gathered over time by the Office of Institutional Research. Graduation rates are further broken down by characteristics of student subpopulations, including high school GPA, standardized test scores, gender, and ethnicity. Retention and graduation rates thus provide a multilayered picture of academic quality. There is more debate over the usefulness of simple time-to-degree as a measure of performance (many positive outcomes would lengthen time to degree, just as there are bad outcomes that would have the effect of lowering time to degree). So it is critical to use the two measures not in isolation but as an ensemble, that is, to supplement the basic statistics of retention with more nuanced data/analysis related to progress toward degree.

Based on the analysis done by CEP (May 2006, report [AS/SCP/1495-1](#)) and by VPDUE Ladusaw (Primer on UCSC Retention and Graduation Rates), it is clear that the two measures are interrelated. Graduation rates are also part of the picture (the conventional benchmark used by the Office of the President and the Regents). Enrollment data show that UCSC has lower than the UC average for 1 and 2-year retention rates (see Figures 4 and 5), about average 4-year graduation rates (see Figure 6), and below average 6-year graduation rates (see Figure 7). The reason for these seemingly anomalous rates is that the greatest source of the gap in our 6-year rates—the percentage of students who have graduated within six academic years, considered the best benchmark of institutional effectiveness, according to the Ladusaw Primer—results from attrition in the first two years. Increasing retention and improving our six-year graduation rates are twin goals that, the CEP report underscores, require constant monitoring and innovation.

## **Recommendations I**

CPB recommends expanding the enrollment data gathered annually from the campus to include breakdown by division and department. The overall campus figures appear to be simply too crude to underwrite the planning we need. The kinds of nuance include measuring numbers of degrees granted and time-to-degree by department and division as well as comparing these measurements to those at peer institutions, both in and outside of the UC system. Retention should also be measured by cohort (lower and upper-division) as well as by program, department and division. This would allow remedies to follow that are specifically responsive to the student group and/or instructional unit. For example: if the number of majors and degrees granted in divisions that are slated for growth under the plan do not increase proportionally, then the FTE allocation will be reviewed and revised. In relation to retention during the first two years (where there is evidence of a significant loss, as indicated by Tables 4 and 5), the campus will analyze the source of the

attrition. If the problem lies primarily in under prepared students, then more academic support must be offered; if the problem lies with the upper quartile of students (again, as the evidence suggests), then measures to strengthen educational rigor must be taken (e.g., honors programs and intensive tracks within majors).

### **Possible Additional Conditions**

The Senate may wish to consider some additional factors as conditions of growth. Some factors are fairly easy to assess. These include:

- Admit and yield rates of students
- Class size
- Student-faculty ratios
- Filled ladder rank faculty positions (number of first and/or second-choice hires)
- Voluntary separations

Other factors may be more difficult to assess. For example, students might be asked about their ability to matriculate in desired courses, their interactions with faculty, and their interactions with graduate students.

Data development and management will provide planning insight to such interrelated questions as when freshman selectivity should commence; how rapidly and in what form infrastructure expansion should occur; how graduate education resources should be divided between new and existing programs; links between new faculty FTE requests, including start-up funds, and graduate program expansion; how diversity goals can be achieved as part of overall enrollment management; and expected financial resources resulting from enrollment-driven revenue growth, graduate enrollment-driven growth in research funding, and growth in funds generated by better coordination between faculty and development officers. Appendix 1 lists some of the data needed to monitor growth and allocate resources.

### **Accountability**

In the early 1990s, the campus followed a model of accountability called “Managing Faculty Resources” (MFR) that linked student enrollments to faculty FTE. After 2000 the campus abandoned MFR and decoupled student enrollment numbers from faculty FTE allocations. As a precursor to a unified campus plan, the administration undertook to restructure the proportional sizes of the academic divisions. If current enrollment patterns (demand for particular majors) hold, proportional sizes of divisions in 2010-2011 and beyond will not reflect the increased demand accrued during that time for majors in the Arts, Humanities, and Social Sciences. Conversely, demand for undergraduate majors in PSci and Engineering will not increase in proportion to the size of their faculties. As noted in the body of this report, UCSC's undergraduate retention rate is likely to fall -

with serious negative consequences for the campus - if significant numbers of UCSC students cannot complete majors in the subject of their choice.

## **Recommendations II**

While the campus has made a considered decision to abandon the direct proportional coupling of student enrollment numbers with faculty FTE allocations, CPB believes there must nonetheless be clear numerical targets provided to each division for the numbers of undergraduate majors and graduate students that they are expected to enroll annually during each planning period. These targets would not impose a false symmetry on programs: divisions will have different undergraduate-graduate ratios, different expectations for research monies, different actual capacities and targets for each program, as well as other deliverables. In tracking targeted increases in programs that departments want to grow and/or in specific majors, the campus would need to allow a two-three year window in which to assess progress toward these targets. After that window, should any division fall short of these targets, the CPEVC and the CPB should consider the reallocation from the division of any faculty FTE not yet filled and/or the reclaiming from the division of faculty FTE at point of retirement or other separation. This redistribution strategy is an essential piece of the accountability the campus expects from both existing and new programs, departments, and divisions.

## **Conclusions**

We want to draw attention to the difference between conditions for growth defined as trip-points and measures of growth that create the conditions for analysis and mitigation. While the current conditions of growth have never been fully followed (that is, not meeting them for the requisite time frame has *not* resulted, as expected, in reducing undergraduate enrollments), they have functioned effectively as measures of *how* we are doing in meeting our goal of enhancing graduate education. As a measure, the 15 percent goal has alerted us to unanticipated effects in growth of graduate courses and programs that are discussed above. In turn, this has produced pressure for mitigation measures. Even as we face a general horizon of slowed growth, there will be unanticipated periods of increased undergraduate enrollments, as we are currently facing with the 10 percent increase in freshman enrollments projected for this fall 2007. This is precisely the situation in which enrollment management becomes key. To ensure that we retain these students and allow for increasing selectivity in future years, we must take the single most important mitigation measure now: to increase graduate support, in the form of TAs in selected courses, in order to protect the quality of the undergraduate education we deliver to these students. In short, even imperfect, and imperfectly applied, measures of growth work well in consistently focusing campus attention on the outcomes as we move toward our goals. This report urges the campus to develop a systematic, continuous monitoring, and transparent reporting to all units, of a set of measures that we refine and reassess even as we use them to monitor our progress.

**Appendix 1:** Data and coordination needed to allocate resources and track progress toward 15 percent graduate enrollment goal.

**Numbers of Students – Current and Projected**

- Undergraduate level
  - Freshman applications
  - Freshman FTEs
  - Transfer applications
  - Transfer FTEs
  - Retention rates for freshman and transfers
  - Time to degree for freshman and transfers
  - Diversity of class
- Graduate level
  - Application number
  - 1<sup>st</sup> year FTE
  - Mix of Masters and PhD
    - Time to completion for all students
  - Status of proposals for new graduate programs
    - Timing
    - Estimated number of students over time
  - Diversity of class
- Campuswide
  - Enrollment cap status
  - Expectations of UCOP

**Coordination of functions**

- Freshman and Transfer admissions
  - Selective admissions process
  - Admittee recruitment process
  - Campus diversity goals
- Graduate Program Growth
  - Existing programs
    - Graduate student support
      - Fellowships
      - TAs
      - Research/travel money
        - Links with faculty start-up
      - Services – Graduate College
      - Housing
    - Programmatic support
    - Faculty FTE support
  - New programs
    - Planning support
    - Implementation support
- Physical Infrastructure needs
  - Graduate office space
  - Graduate residences
- Financial analysis

- Available Resources
  - State sources
    - Student FTEs
    - Other enrollment-related
  - Non-state sources
    - Opportunity money
    - Off-the-top money
    - Gifts
    - Other resources
- Funding requirements
  - Interim
    - Graduate program planning
    - Graduate program implementation
  - On-going
    - Grad student support

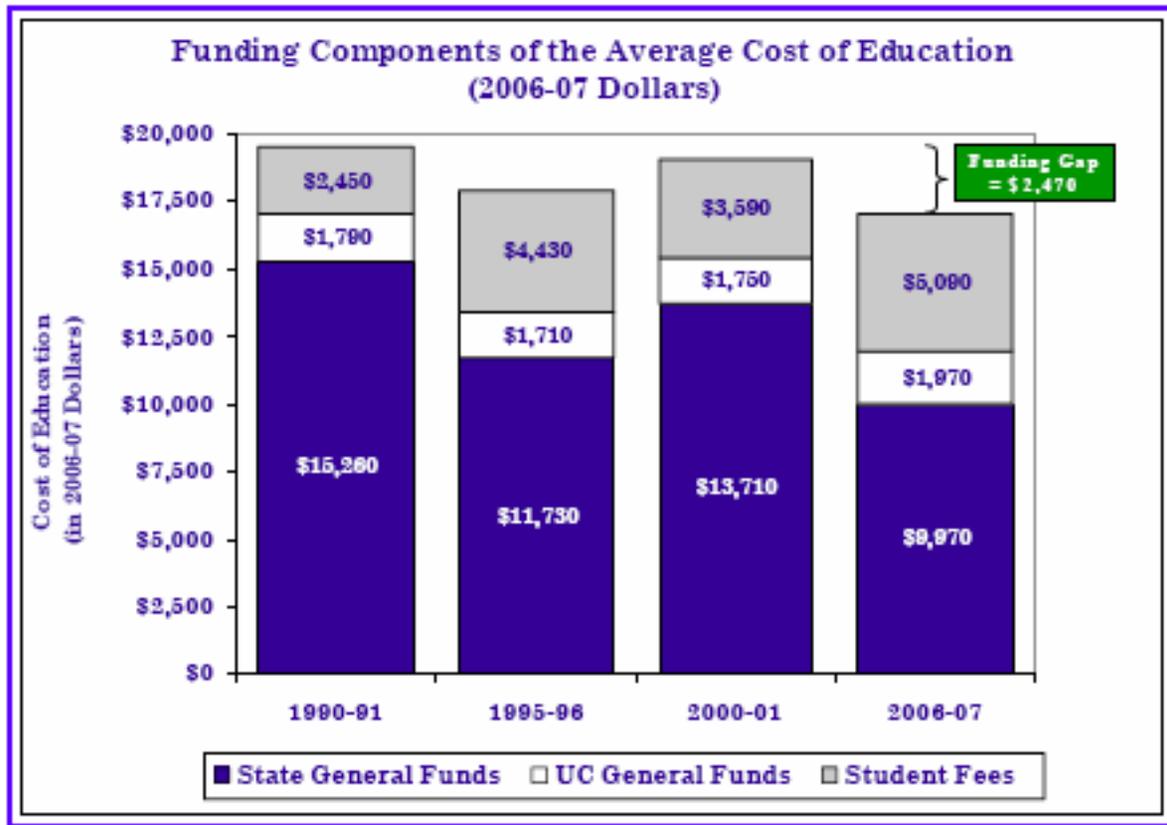


Figure 2. Ph.D. programs and degrees conferred

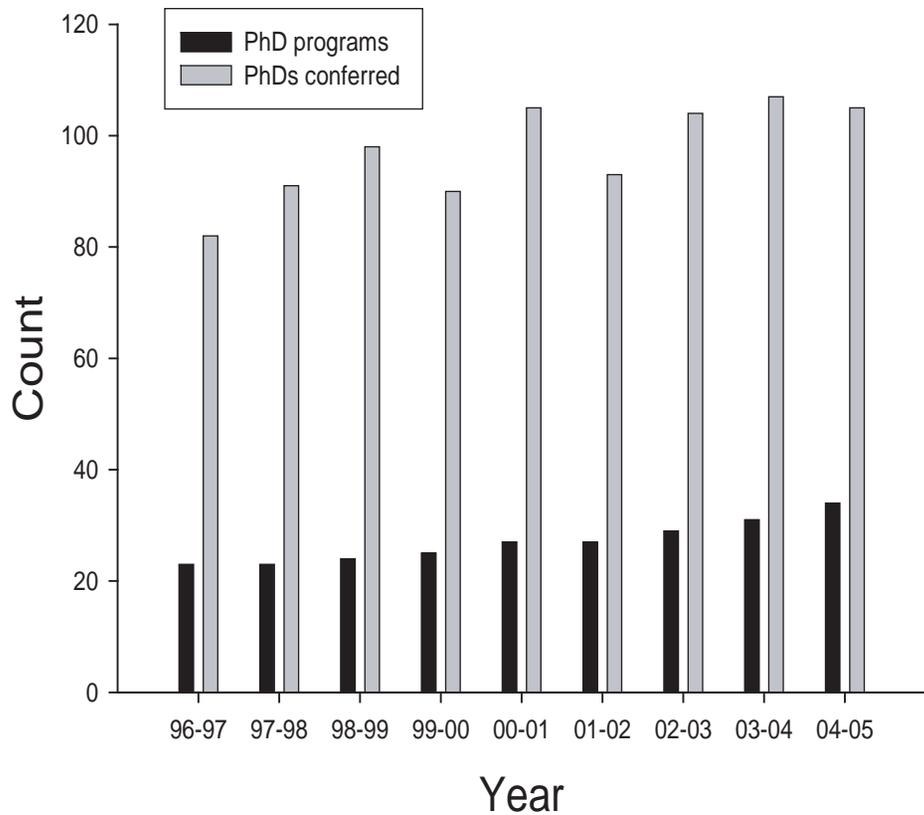


Figure 3. Enrollments

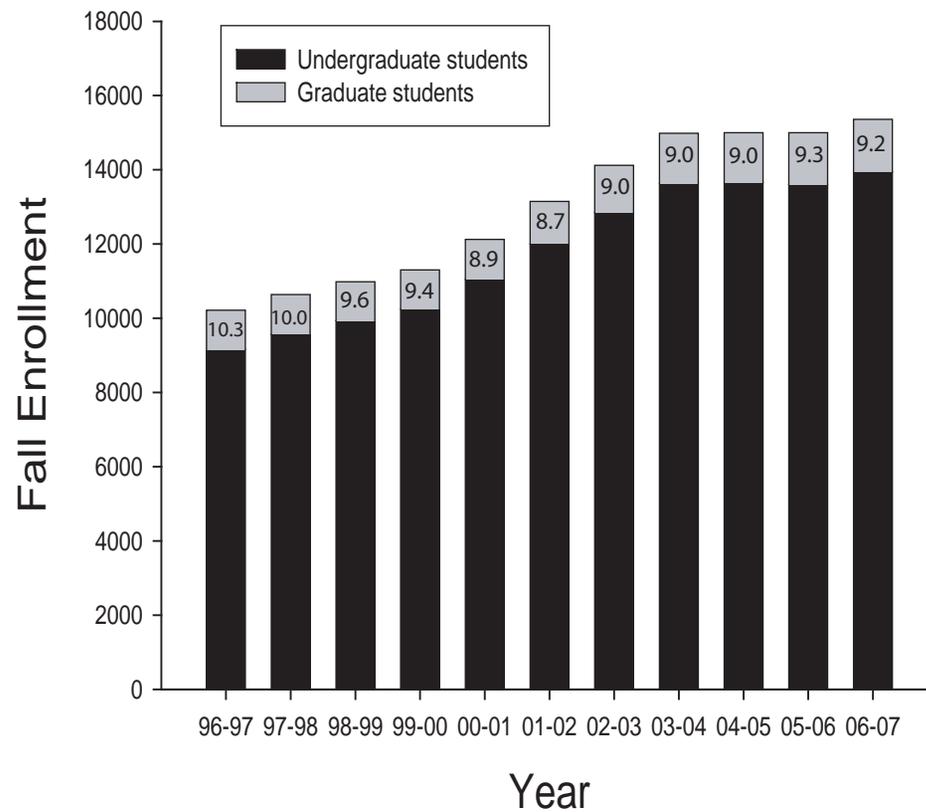


Figure 4. 1st-year retention rates

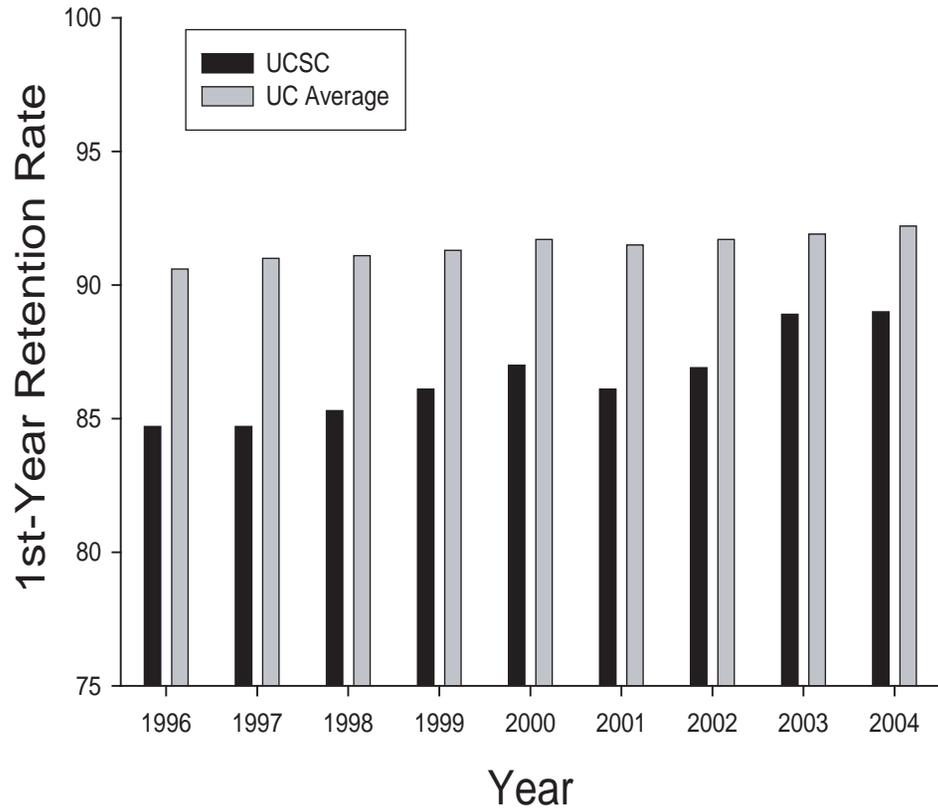


Figure 5. 2nd-year retention rates

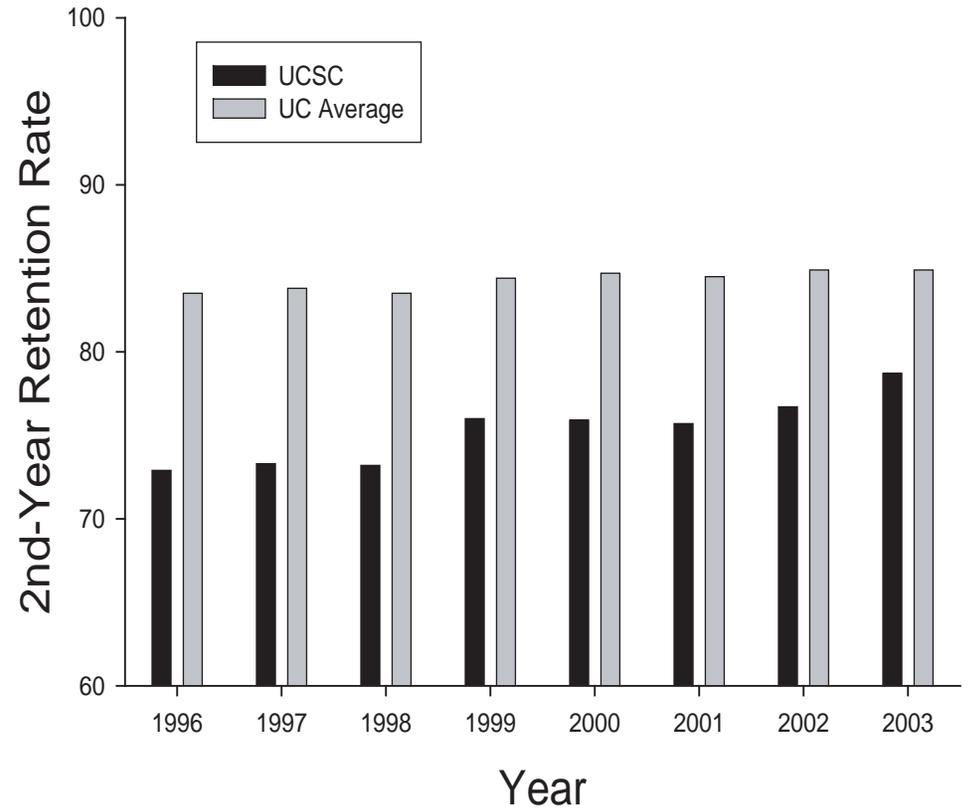


Figure 6. 4-year graduation rates

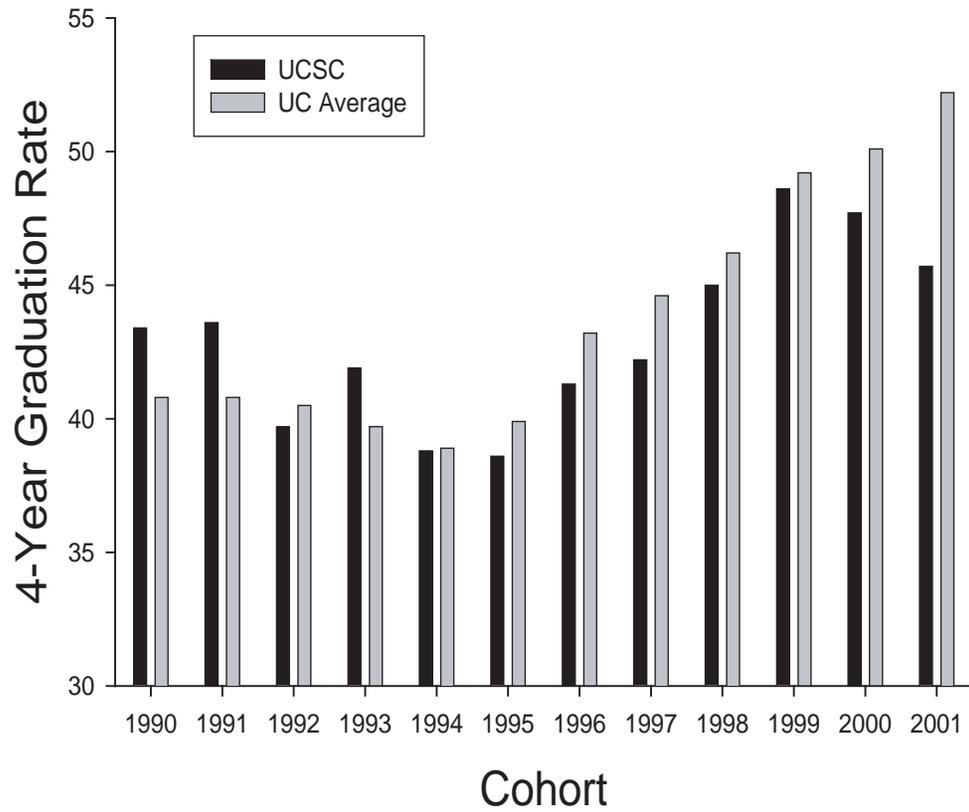
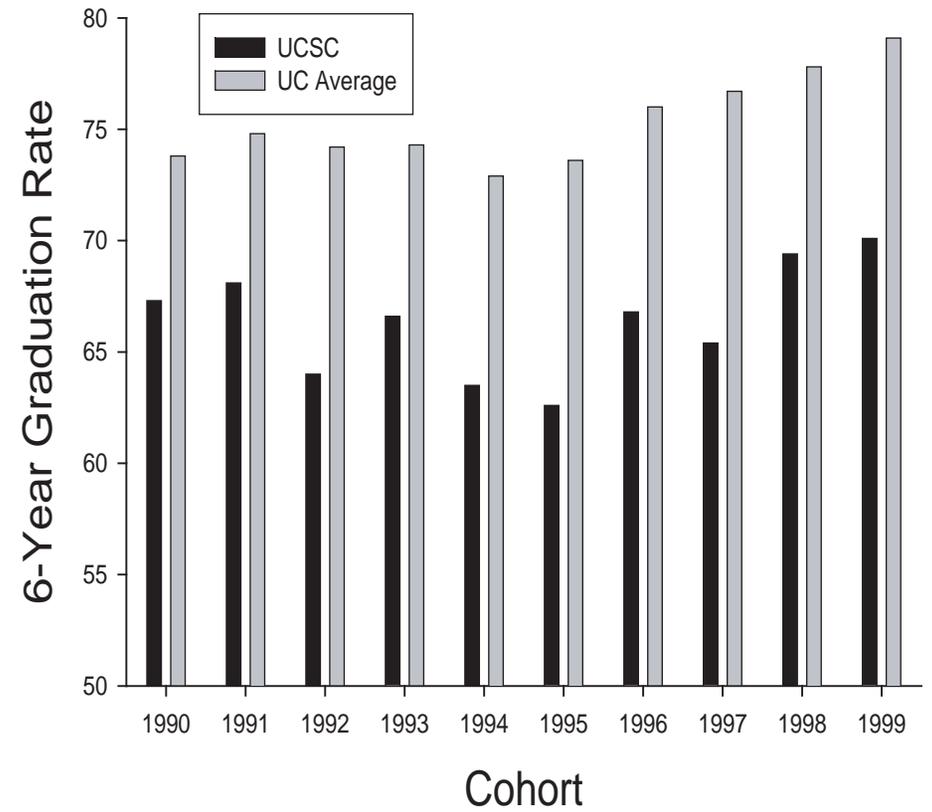


Figure 7. 6-year graduation rates



Respectfully submitted,

COMMITTEE ON PLANNING AND BUDGET

Faye Crosby, *ex officio*

Ray Gibbs

Emily Honig

David Evan Jones

Tracy Larrabee            Eben Kirksey, GSA Representative

Karen Otteman            Bryant Mata, SUA Representative

Ravi Rajan

Grant Pogson

Quentin Williams, *ex officio*

Susan Gillman, Chair

May 15, 2007

**COMMITTEE ON PREPARATORY EDUCATION**  
**Report on Enforcement of Senate Regulation 10.5.2**

To the Academic Senate, Santa Cruz Division:

Last spring, the Committee on Preparatory Education reported to the Senate on what appears to be an alarmingly upward trend in the percentage of students who have not completed the Entry Level Writing Requirement (ELWR) by the end of their first quarter of enrollment (Table 1). CPE is concerned about the impacts that this delay is having on these students' success in other courses and their ability to make adequate academic progress during their initial years at the University. We speculated that one reason for this increase in the number of students who take more than one quarter to complete ELWR might be the rise in the number of students entering UCSC who are English Language Learners. As possible evidence of this trend we note that the rate of students entering UCSC who are designated as having English as a Second Language problems, as a percentage of those who did not pass the May UC Analytical Writing Placement Exam, has risen from an average of 14 percent per year between 1998-2001 to an average of 18 percent per year between 2002-2006 (Table 2). There may be other factors contributing to this trend, but the fact remains that increasing numbers of students arrive on campus that do not meet our expectations for University level writing and they are taking longer to achieve that level of competency.

In order to mitigate the impacts of this trend, CPE decided to work this year on strengthening the enforcement of Senate Regulation 10.5.2. This regulation stipulates that entering students who have not satisfied the ELWR must enroll in an Entry Level Writing section of the College core course during their first term, and that pending satisfactory passage of the requirement, continued enrollment in an Entry Level Writing course is mandatory. Unfortunately, the latter part of this regulation had not been enforced until this year.

In addition to better enforcing Regulation 10.5.2, the Writing Program, in consultation with CPE, has developed a slightly revised series of ELWR classes. The most significant curricular change for 2006-07 was the addition of WR 23 as a full 5-unit Grammar and Rhetoric course in fall quarter, replacing WR 22B, a 3-unit Grammar and Editing workshop. WR 23 was designed to better assist students who are in their fourth quarter of enrollment at UCSC and have not yet completed ELWR. These students are at risk of being barred from further enrollment at the University. In fall 2006, 27 students enrolled in WR 23 and all 27 satisfied the ELWR by portfolio review. In comparison, in fall 2005, 33 students were enrolled in the 3-unit WR22B, Grammar and Editing Workshop, but only 27 passed ELWR by review and 6 were barred. Though the numbers are small, these preliminary results suggest that the expanded WR 23 curriculum may be positively enhancing the chances of this particularly recalcitrant population of struggling writers to successfully meet the Entry Level Writing standard.

In fall 2006, CPE met with representatives from the Writing Program, the Registrar's Office, undergraduate advising, and the Deans of Humanities and Undergraduate Education to discuss enrollment management, advising, and increased capacity in ELWR courses to more adequately enforce Regulation 10.5.2. This was a very productive meeting that resulted in a high level of coordination between the various academic and administrative units responsible for ensuring student compliance with this regulation. A number of factors conspired to make this year a particularly difficult one to begin these enforcement procedures. These factors included

an unexpectedly large Freshman class (3,350 students in 2006 compared to 2,950 in 2005) and a lower than expected pass rate on the November writing exam (66 percent in November 2006 compared to 71 percent in November 2005).

As a result, the Writing Program had to scramble at the last minute to find the staffing and resources needed to offer 20 sections of WR 20 to accommodate the approximately 440 students who had not fulfilled the ELWR by the end of their first quarter of enrollment. This is close to double the number of sections of WR 20 that have been offered over the past five years (between 10-12 sections per year from 2001-2006). In winter quarter 2007, 416 ELWR students enrolled in WR 20; of these 291 or about 70 percent passed ELWR by portfolio review; 125 students did not pass or failed to submit a portfolio; and approximately 20 students who were required to take WR 20 did not do so for various reasons. (Some signed up for the course to get the hold lifted on their enrollment and then dropped the class. CPE, the Registrar, the Writing Program, and undergraduate advising are working together to eliminate this loophole.)

In spring 2007, the Writing Program is offering 7 sections of WR 21, up from 4 sections in spring 2006. Currently 132 of the approximately 145 first year students who have not yet fulfilled ELWR are enrolled in WR 21. This is a 70 percent increase in enrollment over last year compared to the close to 90 percent increase in winter quarter, suggesting that better enforcement of Regulation 10.5.2 may be having a positive impact on the rate at which students complete the ELWR requirement.

If, as expected, somewhere between 70-75 percent of these students pass their writing portfolio review at the end of spring quarter, then there will be between about 45 to 50 students entering their fourth quarter of enrollment without having completed ELWR. If these predictions bear out, this would only be about a 30 percent increase over the raw counts for fall 2006, again suggesting that better enforcing Regulation 10.5.2 is encouraging a greater percentage of students to fulfill this requirement in a more timely manner. However, we will need to collect statistics over several years to see if these are significant and sustainable changes.

CPE is working with the Writing Program and the Office of the Dean of Undergraduate Education to try to collect better statistics on those students who take more than one quarter to complete ELWR. We are particularly interested in finding out more about the English Language status of these students and about other factors that may be impacting their success in University-level writing. With more diagnostic information, CPE can work with the Writing Program and CEP to develop an ELWR curriculum that is better tailored to the specific needs of this cohort of students, adapting the best practices from writing programs nationally.

CPE is also concerned with the lack of instructional support for writing once students have completed the ELWR and Composition 1 and 2 general education requirements. We would like to see instructional resources allocated to support more sections of Writing 22, the 3-unit Grammar and Editing Workshop, which should be open to all students who think or are told that they need more help and support with their writing, especially while they are working on papers in other courses across the curriculum. Transfer students, in particular, have little access to writing instruction at UCSC. Most are admitted to the University with all of their writing requirements technically satisfied; however, as most of us know through experience, transfer students' mastery of University-level writing can be quite varied. CPE is also alarmed by the erosion of writing

tutoring support at all levels, and particularly for English Language Learners who have satisfied the ELWR or are transfer students—and thus do not have access to tutoring services.

CPE would like to encourage the campus administration and other Senate committees to pay more serious attention to the dynamically changing levels of academic preparedness, especially in the areas of writing and mathematics, that UC-eligible students are bringing with them to the University and to how we will respond to these changes curricularly and in terms of enhanced academic support.

Table 1: ELWR pass rates at end of fall quarter.

Year	Entering Freshmen	No. of Nov Writing Exams	Pass Rate on Nov Writing Exam and Review
1999		719	78%
2000		1001	78%
2001		1144	78%
2002	3,251	1048	81%
2003	3,453	1188	76%
2004	3,122	885	78%
2005	2,950	1081	71%
2006	3,350	1068	66%

Table 2: First Year UCSC students with “E” designation (English Language Learner), as a percent of students who failed the May system-wide Analytical Writing Placement Exam (UCAWPE).

Year	Percent of AWPE failed exams w/ “E”
1998	15%
1999	16%
2000	14%
2001	11%
2002	19%
2003	17%
2004	20%
2005	19%
2006	17%

Respectfully submitted,

COMMITTEE ON PREPARATORY EDUCATION

Elizabeth Abrams  
 Judith Scott  
 Judith Habicht-Mauche, Chair

Maria Cecilia Freeman, NSTF Representative

May 15, 2007

**COMMITTEE ON PRIVILEGE AND TENURE  
Proposed Revision to Santa Cruz Bylaw 13.26.3**

To the Academic Senate, Santa Cruz Division:

The Committee on the Privilege and Tenure (P&T) proposes a change to the Charge of P&T.

Rationale

This bylaw change clarifies the role of the P&T advisor. The basis for establishing a panel of advisors is systemwide Senate Bylaw 335: Privilege and Tenure: Divisional Committees—Grievance Cases.

335B. Preliminary Procedure in Grievance Cases

1. For the purpose of advising Senate members on the available relief in case of a potential grievance, each Division, in accordance with specifications to be determined by such Division, shall appoint an individual or panel (preferably former members of the Privilege and Tenure Committee, but not current members) who shall be available to each grievant to discuss the claim of violation of rights and privileges and to provide advice on the appropriate procedure to be followed. Such individuals or panel members shall not serve as representatives of any grievant....”

The intent of this bylaw is to create advisors for faculty filing a grievance that their rights and privileges were violated.

Disciplinary procedures are governed by systemwide Senate Bylaw 336: Privilege and Tenure: Divisional Committees—Disciplinary Cases which makes no provision for involvement of a panel of advisors. At the time of delivery of an “intent to discipline” letter from the Chancellor or designate, the P&T Chair is present to advise the accused faculty of their rights and the procedures governing the disciplinary process. When a faculty member is charged with violating the Faculty Code of Conduct, it is a very serious matter that could ultimately result in receiving sanctions such as a letter of censure, suspension or dismissal. P&T generally urges faculty to retain legal counsel, especially if they assert their right to a hearing.

P&T advisors play an important role in helping faculty navigate through the grievance process. However, the existing UCSC bylaw 13.26.3, which extends the role of a P&T advisor into the realm of discipline is in conflict with Senate Bylaws 335 and 336. In addition, it is P&T’s experience that it has caused confusion for faculty involved in these difficult processes. We believe that it is in the best interest of our faculty to have the role of the P&T advisors clarified through this bylaw change.

<b>Existing Bylaw</b>	<b>Proposed Bylaw</b>
13.26.3 The Committee on Committees shall appoint a panel of up to six members to serve as grievance advisors, in accordance with SB 335B(1). Panel members should be experienced in privilege and tenure processes,	13.26.3 The Committee on Committees shall appoint a panel of up to six members to serve as grievance advisors, in accordance with SB 335B(1). Panel members should be experienced in

<p>and preferably be former members of the Committee on Privilege and Tenure. Appointments are for three years and are renewable. Panel members shall advise members of the faculty with respect to their rights or privileges, grievance procedures and procedures for responding to charges alleging violations of the Faculty Code of Conduct. Panel members may not serve on investigative or hearing panels and cannot serve as representative of any of the parties of such procedures.</p>	<p>privilege and tenure processes, and preferably be former members of the Committee on Privilege and Tenure. Appointments are for three years and are renewable. Panel members shall advise members of the faculty with respect to their rights or privileges <b>and</b> grievance procedures. <del>and procedures for responding to charges alleging violations of the Faculty Code of Conduct.</del> Panel members may not serve on investigative or hearing panels or as representative of any of the parties of such procedures.</p>
---	---

Respectfully submitted,

COMMITTEE ON PRIVILEGE AND TENURE

Ilan Benjamin

Martin Berger

Lisbeth Haas

Lourdes Martinez-Echazabal

Richard Otte

Ken Kletzer, Chair

April 16, 2007