

Meeting Call for Regular Meeting of the Santa Cruz Division  
**FRIDAY, March 9 at 2:30 p.m.**  
**Colleges Nine and Ten Multipurpose Room**  
ORDER OF BUSINESS

1. Approval of Draft Minutes
  - a. Draft Minutes of November 17, 2006 (previously distributed)  
(AS/SCM/280) p. 1
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. February 14, 2007 Report (AS/SCP/1523) p.10
4. Special Orders: Annual Reports (none)
5. Reports of Special Committees (none)
6. Reports of Standing Committees
  - a. Committee on Educational Policy:  
Amendment to Bylaw 13.17.1 Regulation Student Representatives  
(AS/SCP/1522) p.12  
Oral Report on Writing Intensive Requirement  
Resolution on Writing Intensive Requirement (AS/SCP/1521) p.13  
Report on Senate Resolution on Graduation Rates (AS/SCP/1520) p.21
  - b. Committee on Faculty Welfare  
Oral Report on Quality of Life
  - c. Committee on Planning and Budget  
Oral Report on Professional Schools Outline (AS/SCP/1524) p.23
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

March 2, 2007

MEMBERS OF THE ACADEMIC SENATE

Dear Colleagues,

The Winter Senate meeting, to occur on March 9, will be devoted to oral reports and should therefore allow for plenty of open discussion.

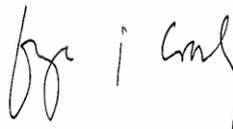
Let me draw your attention to two reports in particular. The Committee on Educational Policy, chaired by Jaye Padgett, will discuss the W requirement and other aspects of general education. The Committee on Planning and Budget, chaired by Susan Gillman, will discuss issues of growth at UCSC and especially the possible creation of some professional schools.

Your opinions and good ideas might help the discussions progress and might help shape the future of UCSC. Of course, you need to be present to be heard. The Chair of any department that has struggled with the W issue may wish to be at the March 9 meeting or to send a representative.

Another issue on the minds of many people is the search for our Chancellor. As you know from other communications that I have sent out, the search has begun. On April 9, President Dynes and the Advisory Committee will be visiting our campus. We will be sharing details with you as we learn them, and I will mention the search in my very brief introductory comments.

Hope to see you on March 9!

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  
Fall Quarter 2006 Meeting

The draft minutes from the November 17, 2006 Senate meeting were distributed via email on February 28, 2007 and will be presented for approval at the next Senate Meeting on March 9, 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 Wednesday, March 7, 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

February 28, 2007

**DRAFT MINUTES**  
Regular Meeting of the Santa Cruz Division  
November 17, 2006

**Meeting**

A regular meeting of the Santa Cruz Division of the Academic Senate was held Friday, November 17, 2006 at the Colleges Nine & Ten Multipurpose Room at the University Center. With Parliamentarian Bruce Bridgeman present, Chair Faye Crosby called the meeting to order at 2:35 pm.

**1. Approval of Draft Minutes**

Chair Crosby asked if there were any changes to the minutes of April 26, 2006 and May 19, 2006 other than those submitted in writing. No further changes were requested; the minutes were approved.

**2. Announcements**

**a. Chair Crosby**

The Senate conducted a short moment of silence in memory of late Chancellor Denice Denton. Senate Chair Faye Crosby spoke of the late Chancellor's dedication to diversity and freedom of speech in the context of encouraging positive student activism at UCSC. Chair Crosby, who sits on the Demonstration Response Team, invited faculty members with interest or expertise in non-violent activism to contact her. Chair Crosby introduced our new Acting Chancellor George Blumenthal.

Campus Provost / Executive Vice Chancellor Klinger introduced new administrators: Vice Provost for Academic Affairs Alison Galloway, Vice Chancellor for Research Bruce Margon, Assistant Vice Chancellor for Academic Resources Pamela Peterson, Acting Vice Chancellor for Student Affairs Jean Marie Scott and Deans Sheldon Kamieniecki (Social Sciences Division) and Georges Van Den Abbeele (Humanities). The academic deans or department chairs introduced over 30 new faculty members.

Professor Barry Bowman made the following motion:

**That UCSC grant privilege of the floor to UCSC Foundation Chair Anu Lather and UCSC Foundation Vice Chair Gordon Ringold at either a winter or spring Senate meeting in 2007.**

The motion was approved by a show of hands.

**b. Acting Chancellor Blumenthal**

Acting Chancellor Blumenthal made a statement about the strength of shared governance at UCSC. His discussion focused on three areas: priorities for the campus, the Long Range Development Plan (LRDP) and budgetary and systemwide issues. UCSC has experienced a decade-long upward trajectory. To continue with this upward trajectory, he listed seven critical areas for the campus.

1. Recruiting and retaining the outstanding faculty, staff, and students that characterize our campus.
2. Building on our academic strengths as we refine and implement our academic plan.
3. Expanding graduate programs and enrollments, and considering the creation of additional professional schools.
4. Building upon our distinction and achievements as an outstanding undergraduate institution.
5. Ensuring diversity among all segments of the university.
6. Building positive relationships with the local community and community leaders.
7. Spreading the word about our campus's distinctions as we prepare for a new comprehensive campaign.

The biggest local issue concerns the LRDP. The Regents approved UCSC's plan, presented in September 2006 with added information requested by the Senate Executive Committee and a reduced enrollment envelope of 19,500 students. The lower envelope reflects efforts to provide access to UC for all qualified students in California while minimizing negative impacts on our environment and our community. The possibility of growth is an essential part of providing access to the growing numbers of an increasingly diverse population of young people of California. We now face litigation over the plan and over Measures I & J. Acting Chancellor Blumenthal will continue negotiations with the City of Santa Cruz, with the goal of finding mutually beneficial solutions.

Acting Chancellor Blumenthal touched on several systemwide issues, including the Long Range Guidance Team's report to be submitted to the Regents in January, resumption of UC retirement contributions, and next year's proposed budget for UC. Due to the passage of Proposition 1D, UCSC will be able to complete the McHenry Library renovation project and move forward with the planning for digital media, biomedical sciences, and various other infrastructure projects.

In closing, Acting Chancellor Blumenthal thanked the faculty for their welcome and support, and he is looking forward to working together with the Academic Senate.

**c. Campus Provost/Executive Vice Chancellor Kliger**

CPEVC Kliger stressed the importance of academic planning. He stated that the divisional plans have not yet been incorporated into a campus plan, which is fundamentally needed to grow the campus in a strategic way and make optimal use of limited resources. An integrated campus plan is still in draft form, and there has been broad discussion and significant consultation with Senate committees, particularly the Committee on Planning and Budget. He expects further consultation with the Senate and the Deans to refine the draft. CPEVC Kliger noted that academic planning must emerge from the faculty, not the administration. The campus plan should be a flexible framework for future decision making. It should allow us to revisit the strengths and priorities on campus as new ideas, issues and opportunities emerge over time.

The campus budget cycle includes both financial planning and budgetary practices. We must be strategic with our resources and fund higher priorities instead of just spreading resources evenly across campus. CPEVC Kliger noted that 95% of the total budget is allocated out to the divisions, and 5% is held centrally. When the budget was decentralized, no clear accountability for resource management was put in place. We need to establish clear priorities, develop a budget strategy that considers all campus resources, and examine and make adjustments to the current budget practices.

### **3. Report of the Representative to the Assembly (AS/SCP/1516)**

The report was received without comment.

### **4. Special Orders: Annual Reports**

Chair Crosby introduced the consent calendar, explaining that anyone wishing to pull a report from the consent calendar for discussion might do so. The reports of the Committee on Academic Personnel, Committee on Career Advising, Committee on Faculty Welfare, Committee on Planning and Budget and the Committee on Admissions and Financial Aid were pulled.

Items that remained on the consent calendar and were received without comment were the reports of: the Committee on Academic Freedom, the Committee on Affirmative Action and Diversity, the Committee on Computers and Telecommunications, the Committee on the Education Abroad Program, the Committee on Educational Policy, the Committee on Emeriti Relations, the Graduate Council, the Committee on the Library, the Committee on Preparatory Education, the Committee on Privilege and Tenure, the Committee on Research, the Committee on Rules, Jurisdiction and Elections and the Committee on Teaching.

#### **b. Committee on Academic Personnel (AS/SCP/1518)**

CAP member Susan Gillman referred the Senate to the most important part of the report (pp 7-9) which calls for a joint task force consisting of members of CPB, CAP, and relevant administrators in order to develop strategies for addressing low faculty salaries in a systematic way. There is already a systemwide effort to address faculty salary and advancement issues. UCAP has been addressing the issue; their report dated June 12, 2006 outlines the principles of faculty compensation. Professor Gillman also referred to the UCLA faculty newsletter from Winter, 2005 which discusses two experiments to consistently address faculty salaries internally.

#### **c. Committee on Admissions and Financial Aid (AS/SCP/1514)**

Former CAFA Chair Robert Coe stressed the importance of faculty involvement in student recruitment, especially when students near their point of decision. Responding to a question from the floor, Professor Coe reported that the request to discontinue use of the word "freshman" for use of "frosh" is now before the administration's Strategic Communications Committee.

**e. Committee on Career Advising (AS/SCP/1512)**

Current CCA Chair Geoff Pullum noted the results of the CCA survey which indicates contrary perceptions of mentoring in departments. For example, all departments said they mentor junior faculty on teaching, but 2/3 of those junior faculty responding indicated that this did not happen. All departments said they mentored on expectations for tenure; however 2/3 of junior faculty respondents said they were not mentored.

**j. Committee on Faculty Welfare (AS/SCP/1517)**

CFW member Ted Holman reported that CFW consulted with the administration over the summer about how to create a master plan for housing. This year's challenge is to begin to devise a master plan so that the university will have affordable housing for future faculty. After being granted privilege of the floor by voice vote, Acting VC Student Affairs Jean Marie Scott reported on the progress of the Ranch View Terrace project. The final license agreement, which is an agreement between UC and the project developer, is being packaged today and given to the Office of the President on Monday. She added that, assuming the document is signed on Monday, the bank will fund the loan and by the end of November, the loan for the project will be funded and will allow the developer to break ground on December 1.

Responding to a question from the floor, Professor Holman concurred that the timing for the reinstatement of faculty contributions to their retirement funds is unfortunate. It comes at a time when faculty salaries lag significantly behind our comparison eight institutions. Resuming contributions only serves to further erode faculty salaries.

**m. Committee on Planning and Budget (AS/SCP/1513)**

Former CPB Chair Paul Koch reported on several aspects of the committee's work. For the past five years, CPB has been concerned about the rising deficits in University Extension (UNEX). CPB met regularly with UNEX Dean Cathy Sandeen who reported cutting the UNEX budget aggressively. CPB noted that as she cut the expenses, the revenues dropped proportionately and the deficit continued to rise. Last spring after a target CPB created was not met, the committee concluded that if UNEX continues to operate as it does, the deficit would continue to grow. CPB recommended to CPEVC Klinger that he immediately consider downsizing and restructuring UNEX to keep the core parts but minimize the accruing debts. In response to this recommendation, the CPEVC instead formed a group to examine the budget and consider how losses can be minimized. Though last year's CPB recommendation for immediate action was not followed by the CPEVC, this group's analysis should be available for discussion by this year's committee.

CPB worked on LRDP/EIR issues, and was involved through the summer on negotiations on whether or not the campus should submit the plans for Regent approval. CPB has never viewed the LRDP/EIR as a commitment to growth but as a framework for potential growth. CPB conducted an analysis using data supplied by the campus Institutional Research, of the sizes of the divisions that were being proposed by the EVC, and recommended slightly different sizes. Since the final assembled academic plans have not been produced, former CPB Chair Koch recommends that the current committee review

last year's committee recommendations; if the plan doesn't follow those, request supporting data and a justification why the alternate plan being suggested is better.

CPB also did an analysis of faculty salaries using data gathered by the office of Academic Human Resources. As a system, UC lags our comparison institutions by 10-15%. CPB tried to understand where UCSC stood relative to the rest of the UC system. The report's table 3 shows that UCSC salaries are comparable to UC Riverside, but on other campuses we are 5- 30% lower, depending on rank. The report does not consider Engineering salaries, which are on a separate scale; nor did it pull out Economics salaries. The report represents normal salaries for non-engineers, non-business school, and non-professional schools – just Arts and Sciences faculty. This comparison is salaries only and does not take into account cost of living, etc.

Finally, Professor Koch reported that partly in response to the compensation scandals at UCOP last year, a step system has been put in place for administrators. That step system sets administrative salaries based on criteria like the size and complexity as well as the stature of the campus. As a consequence, the Regents have formalized a salary scale that pays our UCSC administrators less than other campuses. There is concern that as the Regents and UCOP review faculty salaries, they may consider the same method and formalize the second-class salary status of smaller campuses and Davis.

Comments from the floor included: One way to fix the salary problem is to institute additions to the faculty scale like other UC campuses have done. It is also important to look at the rate at which faculty are moving through step and rank because there is variation among the campuses. We end up with the same scale and paid different rates for different years of service. If augmentations are established, they should first be applied to new faculty.

Responding to a question about inaccuracies in the report regarding the program in Technology and Information Management (TIM), Professor Koch made the following comments. First, CPB's recommendations dealt with two issues, one budgetary, the other related to the launch of the program. CPB's comments on the program were sent on May 2, 2006 and we had contact with Dean Michael Isaacson in late June. Those conversations focused more on the issues of the launch of TIM, not on budgetary issues. CPB made several recommendations to the EVC about deliverables that we expected to see from the TIM program. By the end of the summer, when this annual report was finalized, CPB had received neither written challenges nor documentation from the School of Engineering citing problems with the data or analysis.

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

## **6. Reports of Standing Committees**

### **a. Committee on Committees: Additional Nominations 2006-07 (AS/SCP/1519)**

The additional nominations were accepted without comment.

**b. Committee on Educational Policy**

**i. Amendment to Regulation 10.2.2.3 on Transfer Credit (AS/SCP/1515)**

CEP Chair Jaye Padgett provided background for the Amendment to Regulation 10.2.2.3 on Transfer Credit. The Committee on Educational Policy proposed amendment to Regulation 10.2.2.3 on Transfer Credit passed by a show of hands.

**10.2.2.3 Transfer or advanced standing credit may apply toward all of the requirements in SCR 10.2.2.1 except the Writing-intensive courses. Writing-intensive courses must be taken at UCSC. An eligible transferred course with a minimum of 4.0 quarter units or 3.0 semester units may be considered one course with respect to campus general education requirements.**

**Responsibility for assessment of work completed at other campuses of the University of California or at other institutions is delegated to the Director of Admissions. In making such assessments, the Director consults with the faculty when appropriate.**

**ii. Oral Report on General Education Reform**

CEP Chair Jaye Padgett reviewed the current General Education (GE) requirements. Aside from external calls from Western Association of Schools and Colleges (WASC) to review our GE requirements, the Senate has its own internal reasons for thinking about the GE requirements. It is worthwhile to note that depending on how many courses overlap with their majors, the amount of time a student takes fulfilling GE requirements on the way to a degree is substantial. It might be up to a year. While the requirements for a major are regularly reviewed by their departments, the GE requirements are owned by all of us. The last major overhaul of the GE requirements was in 1984. There was an unsuccessful attempt at comprehensive changes in 1999. There have been incremental changes in the meantime, but no holistic overview to the system has been done in twenty years.

CEP believes that it is now time to clarify the objectives of GE requirements and the criteria by which courses are evaluated to determine the designation of a GE. It is now time to think about: (1) the subject areas that the GE requirements are trying to define, (2) what UCSC graduates out to know, and (3) how these objectives are to be implemented. Current thinking in General Education puts emphasis on teaching “modes of inquiry” such as critical thinking, writing, speaking, quantitative formal reasoning, research experience, ethical exploration and cultural understanding rather than simply imparting knowledge of subject matter or topics.

Chair Padgett explained that universities nation-wide are reviewing and revising their GE requirements. He cited an example of a recently revised GE curriculum from Duke University, being very clear that this is just an example, and that CEP is not proposing the Duke model as something UCSC should do.

The subject areas roughly correspond to our subject areas but the requirements are fulfilled through the categories along the top. What makes this system different than

UCSC's is that it aggressively tries to make things cross-classify. They want to accomplish goals in both dimensions.

	MODES OF INQUIRY					
Areas of Knowledge	Cross Cultural Inquiry	Science, Technology, & Society	Ethical Inquiry	Foreign Language	Writing	Research
Arts, Literatures, & Performance (2)						
Civilizations (2)						
Social Sciences (2)						
Natural Sciences (2)						
Quantitative Studies (2)						
<b>TOTAL Minimum Exposures</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1-3</b>	<b>3</b>	<b>2</b>

This example moves away from the idea that fulfilling GE requirements is something that happens apart from the major and only in the lower division curriculum. If the goals of GE are to teach writing and reasoning well, it is senseless to decouple those goals from those of the majors. A separate but related issue is that under the current system, the GE keeps students from engaging in their major earlier because they feel they have to get GE requirements done first. This has a negative impact on our retention rates.

Our current system has also created problems of capacity to fulfill the requirements. Chair Padgett cited the particular problem of lack of capacity to fulfill the W at this time and similar potential problems for the Q.

It is important to consider the effect of our GE system on retention and recruitment. Last year's study showed that retention rates for the top tier of students is poor. We need to question whether increasing the rigor and timeliness of the completing GE requirements and getting students into majors sooner will aid in retaining these students.

In sum, CEP recommends re-considering the GE system to create more coherence, more rigor, clarify educational objectives, help admissions and retention, and strengthen UCSC's public profile and sense of identity.

**7. Report of Student Union Assembly Chair (none)**

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

Berra Yazar, the President of the Graduate Student Association (GSA) addressed a strategy for improving recruitment of graduate students. She suggested that student representatives be included in their departmental meetings. These students would be able to generate department-specific ways for attracting new students and increasing graduate enrollments. The departments that already include graduate students in their departmental meetings have experienced a more cohesive population of graduate students and it has improved the outcome of External Reviews, success in national rankings, as well as graduate student recruitments.

The Draft Campus Strategic Academic Plan proposes graduate groups and interdisciplinary work to attract graduate students. The GSA supports this and thinks it will attract more external funding to support Graduate Student Researchers. It will be crucial to maintain breadth in areas of research for maximal graduate student recruitment while seeing interdisciplinarity as a vehicle for new ideas.

The increase of Nonresident Tuition (NRT) has significantly impacted graduate enrollment. Aside from the obvious detrimental effect on international student recruitment, the NRT limits departments in their ability to recruit domestic students. The value of a Ph.D. from UCSC decreases if we cannot compete globally. The GSA gratefully acknowledges the support of the Alumni Association and the Academic Senate of this issue on the systemwide level. Thanks to that support, President Dynes has addressed graduate education needs in the upcoming budget. The GSA feels that now is the time to push the Regents to abolish the NRT so we can afford to hire more international and domestic graduate students. This will enable us to increase enrollment and maintain quality of our graduate programs.

This week the Regents decided to take control of the UC Budget by voting to review and approve the budget in detail each year, apart from the annual approval of UC's overall spending plan. According to a non-partisan budget advisor to the governor, there may be \$300 million for discretionary education funding for the coming year. Now is the time to work together, students, faculty and alumni, to educate the state legislature about the importance of graduate education for quality of education of the UC system.

The GSA has worked constantly to improve student rights and quality of life, mainly with the Graduate Council and the Graduate Division. She encouraged faculty to review the set of Mentoring Guidelines available on the Graduate Division web site, and to enter into a dialogue with the GSA to discuss productive ways to foster mentoring activities.

The GSA is cooperating with the Engineering Graduate Student Association and Women in Engineering to organize a major event at UCSC on January 19, 2007. Jorge Cham, the author of the very popular comic strip "Piled High and Deeper" will be coming to campus. The comic strip focuses on the familiar idiosyncrasies of graduate school, centered on interpersonal relationships, research and teaching. Faculty members are encouraged to attend the event; details can be located on the GSA website.

The GSA, the Division of Graduate Studies, and the Alumni Association have re-established the Grad Fund, an alumni donation fund that will specifically be used to support graduate student activities.

**9. Petitions of Students (none)**

**10. Unfinished Business (none)**

**11. University and Faculty Welfare (none)**

**12. New Business (none)**

Adjournment: 5:15 pm.

ATTEST:

Deborah K. Letourneau  
Secretary  
February 12, 2007

DRAFT

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

TO: Academic Senate, Santa Cruz Division:

### **President Report- Robert Dynes**

A representative for President Robert Dynes delivered his report noting that the President was in India to seek further collaboration in the areas of research and graduate education. Some recent successes were in research funding for alternative energy (\$400 million from British Petroleum out of a total pool of \$500 million) and support from the government (\$95 million) for Institute for Science and Innovation. The President's report noted that the Governor is being supportive of research and funding enrollment at the full level. The President is hopeful that the outreach funding will be restored.

The President will propose a 7 percent fee increase to the Regents.

The review of management practices in the Office of the President and four new hires are underway and hopefully will be in place by March. New chancellors for UCLA and Merced were announced.

The systemwide academic planning continues. Interdisciplinary and the entrepreneurial aspects of the University and are being noted for the Regents.

### **Provost Report-Wyatt R. Hume**

The issue of salaries was discussed and the hope is to put as much money as possible toward the Cost of Living Adjustments. Having the majority of hires off-scale is problematic and administrators are interested in fixing the step system. A "salaries 101" discussion is planned for the March Regents Meeting.

The State Assembly has asked how the University is fixing enrollment targets at campuses, especially those in the coastal region. There is discussion of including mitigation costs to local communities at the beginning of the budget process. The Assembly members want clarity as to who is the right party for negotiation.

The issue of funding for graduate students was discussed. The funds for non-resident students are returned to the chancellor of the campus concerned and chancellors are encouraged to return this to the students concerned. Advocacy from the Academic Senate seeks to return this money directly to the non-resident students, but this remains at the discretion of the local campus.

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

The Chair discussed the upcoming meeting schedule which will allow the group to carry out the business needed for the year. A face-to-face meeting on May 9 is planned and a June 13 meeting is possible. Other details of meeting protocols were suggested.

**Consent Calendar**

Berkeley's request to allow Designated Emphases (notation of a specialty on graduate transcript) for Film, Communications, Computation and Statistics, Computational and Genomic Biology, Nanoscale Science and Engineering, New Media, Women/Gender/Sexuality was approved.

**Election of Vice Chair**

Mary S. Croughan from UCSF was elected as Vice Chair.

**Senate Bylaw 110**

There was a long discussion of the amendment to Senate Bylaw 110 regarding the suspension and removal of officers. It was voted that half of the Assembly of Academic Council could cause a suspension of an officer and a removal from office would require a two-thirds vote by the Assembly members after a hearing which allowed due process to be held in a timely fashion.

**Senate Bylaw 16**

Academic Senate Bylaw 16 was amended to clarify the place of the Executive Director of the Academic Senate who serves on the Assembly as liaison to the Office of the President. The wording of the amendment clarified the function of the Executive Director in relation to the Chair of the Assembly, the Academic Council and the Academic Senate. This motion passed.

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

RE 89, which would call on the Regents to reject tobacco company funding for research was discussed with agreement that a face-to-face meeting on May 9 would address this issue. Issues of tobacco companies practices, academic freedom, etc. were raised and the history of this Resolution, correspondences, etc. were discussed. Assembly and Council members were encouraged to consult with members of their campus in preparation for the projected vote on May 9.

Respectfully Submitted;  
REPRESENTATIVE TO THE ASSEMBLY

Kathy Foley

23 February 2007

**COMMITTEE ON EDUCATIONAL POLICY  
Amendment to Bylaw 13.17.1 on CEP Personnel**

To the Academic Senate, Santa Cruz Division:

CEP is proposing an amendment to current bylaw SC 13.17.1 describing CEP membership and representatives.

The present Bylaw states that there are “no more than two student representatives” to CEP, without specifying whether these representatives are undergraduate or graduate students. In practice, student representatives have been undergraduates at least in CEP’s recent history. (A review of committee lists over the past 25 years has so far revealed only one year in which a graduate student attended, 2003-04.)

CEP sees arguments for having a graduate student representative on the Committee. Since many graduate students are future professors, they have reason to be interested in undergraduate educational policy issues. In addition, CEP occasionally deals with matters that bear more directly on graduate students, as for example when we establish policy on the appointment of graduate student instructors.

However, on the whole the Committee favors clarifying the Bylaw in favor of two undergraduate representatives. (Four members voted in favor of this change; two were neutral.) CEP deliberates on matters that, in the overwhelming majority of instances, affect only undergraduate students.

CEP does *not* favor enlarging the number of student representatives (by adding one graduate in addition to the two undergraduates), since the Committee already has an unusually large cohort of representatives and guests for a Senate committee.

The Bylaw should be made explicit, since the Senate, the SUA and the GSA need to be clear on the matter.

**Current wording**

**Proposed wording**

<p><b>13.17.1</b> There are six Santa Cruz Division members plus the Registrar serving <i>ex officio</i>. In addition, there are one non-senate teaching faculty representative, one non-voting provosts' representative selected by the Council of Provosts, and no more than two student representatives.</p>	<p><b>13.17.1</b> There are six Santa Cruz Division members plus the Registrar serving <i>ex officio</i>. In addition, there are one non-senate teaching faculty representative, one non-voting provosts' representative selected by the Council of Provosts, and no more than two <b>undergraduate</b> student representatives.</p>
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Respectfully submitted,

COMMITTEE ON EDUCATIONAL POLICY

Heather Bullock

Russ Flegal

David Helmbold

Joel Ferguson, Provosts’ Representative

Pamela Hunt-Carter, *ex officio* Sarah-Hope Parmeter, NSTF Representative

Anatole Leikin

Loisa Nygaard

Jaye Padgett, Chair

February 7, 2007

**COMMITTEE ON EDUCATIONAL POLICY**  
**Resolution on the Writing-Intensive (W) Requirement**

To the Academic Senate, Santa Cruz Division:

Summary: The campus must either provide more financial support for writing in the disciplines or abolish it as a requirement.

**Background: the W**

One of the requirements for graduation from UCSC is the completion of a writing-intensive course. According to Senate Regulations (10.2.2.1.e), students must take “one five-credit hour course or the equivalent that provides instruction and substantial practice in writing within the context of any academic subject”. Courses satisfying this requirement bear a ‘W’ designation in the catalogue.

The W is not a first-year writing requirement. Students must independently satisfy the university’s C1 and C2 composition requirements, ideally in their first year. Rather, the W is intended to provide an intensive writing experience sometime after the first year. The great majority of W courses are upper-division. Furthermore, a W course is usually offered by an academic program, and typically most of its substantive content is not writing related. Many majors include a writing-intensive course as part of their major requirements. In a W course, students learn how to write papers using the conventions – of style, formatting, argumentation, etc. – of a specific academic discipline. In these ways, the W is different from a first-year composition course.

The existence of W at UCSC reflects a 25-year nationwide trend in higher education in “Writing Across the Curriculum (WAC)”. Two essential tenets of WAC are these:<sup>1</sup>

- 1) Students can learn to write adequately only if we teach writing continually rather than solely in the first year; therefore the teaching of writing is the responsibility of the entire academic community.
- 2) Writing promotes learning; writing in a specific discipline promotes learning the substance of that discipline as well as the conventions of writing in that discipline.

CEP conducted a survey of nine other universities and colleges to see whether they also have a requirement like our W – that is, a requirement that students take one or more

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<sup>1</sup> An excellent resource on Writing Across the Curriculum is “The WAC Clearinghouse” at <http://wac.colostate.edu/index.cfm>.

courses, at a level beyond frosh writing, that teach and require writing in the context of a discipline. This is a fuzzy category, but most of them do have such a requirement.<sup>2</sup>

### **The problem**

In the last two years the supply of seats in W courses has fallen well below what is needed. Students in many majors are having an increasingly hard time satisfying the W requirement in time for graduation. One result of this is that CEP received over 160 petitions last year from students seeking to satisfy W by unconventional means. The trend continues this year.

The causes of this problem are well understood. For many years, students could satisfy the W requirement by virtue of taking the college core courses. Core courses were allowed to satisfy the W requirement, we believe, because of a fear when it was first established that there would not be a sufficient supply of W courses. However, given the objectives discussed above for a W requirement, letting core courses satisfy W was a bad idea, and this state of affairs was always meant to be temporary. In the late 1990s CEP voted to remove the W designation from Core Courses and in addition to make satisfaction of the C composition requirement (now C2) a prerequisite to W. This was a well-motivated decision, but the feared shortfall of W courses has now come to pass.

This is in good part a problem of resources. We might like all of our classes to be small. But it is widely recognized that the realities of teaching and evaluating writing impose a special need for class size limits in writing courses. This is why freshman composition sections are held to roughly 25 or fewer students across the UC system.<sup>3</sup> A W course faces the same realities. And yet there has never been a system of funding in place to secure realistic student-to-evaluator ratios for W courses. Faculty are not willing to teach writing-intensive courses without adequate resources.

This problem has been compounded by several other recent developments. First, funding for the Writing Program was drastically cut in 2002. Upper-division courses in the Writing Program which satisfied the W requirement were one casualty of these cuts. Others were a vibrant peer tutoring program that served W courses, and the funded involvement of Writing Program faculty in consulting with faculty designing and teaching W courses. Second, overall campus growth over the last five years, accompanied by particularly dramatic growth in some programs, has only worsened the gap between resources and needs for the W.

Departments have never been required to provide W courses for their majors. Yet in the past students often could satisfy the W through their major, or they could find a W course intended for non-majors. As W seats disappear, students are increasingly “crashing” W

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<sup>2</sup> The institutions surveyed were UC Berkeley, UC Davis, UC Irvine, UCLA, the University of Michigan, Duke University, the University of Maryland at College Park, George Mason University, and Dartmouth College.

<sup>3</sup> For discussion of this point see “Bringing Writing Class Size in the UC System in Line with National Standards”, a report of the University Committee on Preparatory Education, May 2005.

courses that were never meant for large numbers of non-majors. For example, in the current quarter (winter 2007) about 80 non-majors enrolled in Literature 101, a W course. As a result, about 60 majors who needed the course to satisfy major requirements were prevented from enrolling. Faculty experiencing events like this note the detrimental effect on the class caused by the presence of students who are fundamentally uninterested in the subject matter and resentful at having to be there. Departments are understandably reacting. Over the past year, we have seen programs restrict enrollment in their W courses, or eliminate their W courses (or at least the W designation) altogether. The problem is snowballing.

In short, UCSC requires the W without providing an adequate number of courses to allow students to satisfy it. The shortfall of W offerings is placing an unacceptable burden on our students. It has also become a burden to the campus advising staff, to the Senate, and to the faculty who teach W courses.

**In a sense the solution to this problem is simple: our faculty must decide either that they want to increase funding to writing in the disciplines – necessarily at the expense of something else – or that they are ready to abolish the W requirement. CEP sincerely hopes for the former.**

### **A proposal**

The details of any proposal to increase funding for W must depend on how precisely the W will be taught and supported. Currently the majority of W courses are taught by regular faculty, and many are courses that have an independent reason to exist because they also serve to satisfy major requirements. This reflects the underlying philosophy of the W: in such courses, students should learn to write at an advanced level, with substantive content, and according to the conventions of an academic discipline. We assume for discussion that all of this will continue to be true.

As noted above, courses having a significant writing component can be meaningful and effective only if the ratio of student-to-evaluator remains reasonable. Reading and evaluating papers takes time. Note that we speak of the “student-to-evaluator” ratio here, and not of the student-to-instructor ratio. At many other institutions, a W-like course has an enrollment that is typically limited to 12-20 students. Given the realities at UCSC of enrollments, course loads, and workload ratios, we assume that such a model here is a non-starter. However, though we have never had any class-size limit for W courses, those with larger enrollments have generally counted on TA support. By “student-to-evaluator ratio” we mean the ratio of students to faculty-plus-TAs. (This is equivalent to student-to-instructor ratio at institutions with small class size limits.) There is variation across institutions in what is considered an acceptable ratio; in our survey it ranges from 1/12 at well-funded institutions like Duke University that significantly invest in writing to 1/23 at the University of Maryland, College Park. Yet this variation is obviously modest, reflecting a strong consensus that for writing courses the ratio should not get much worse than 1/20. This is precisely the ratio used at UCLA and UC Irvine for their W-like courses. At these UC campuses, this ratio reflects the number of students to the

instructor-plus-TAs, just as we assume must be done here. For the purposes of this proposal, we assume a ratio of 1/20 as well.

Many programs already succeed in providing a significant number of W courses for their own majors or others. In this sense, the campus does already fund writing in the disciplines. The campus should not interpret this proposal to imply that *all* units mounting W courses should be allocated *new* resources according to what they provide. The resources required to do this would be far greater than what we contemplate here; funding at such a level is unrealistic and unnecessary. Rather, the campus needs to allocate resources in such a way as to redress specific shortfalls where they are occurring.

We note that the cost of funding a TA and a lecturer can be roughly comparable. The means chosen to address any unmet W need should depend on the department and its circumstances. That said, there is an obvious advantage to supporting W by means of teaching assistantships at a time when the campus is striving to expand its graduate programs. Enhancing resources dedicated to W offerings could enable UCSC to meet its long-stated goal of combining graduate growth with improvements to undergraduate education.

The bulk of any new funding for the W must go to increasing the number of available W seats as outlined above. But a vibrant W requires two other forms of support as well.

First, faculty often need someone to consult with when they design and teach W courses. Equally important, graduate teaching assistants can benefit from consultations and from workshops or training in the teaching or evaluation of writing. One of our Writing Program faculty in fact bears the title of W (or Writing in the Disciplines) Coordinator. However, due to budget cuts to that program mentioned earlier, the W Coordinator's role is now reduced mainly to reviewing proposed W courses on paper. UCSC is fortunate to have a cadre of outstanding Writing faculty who have the experience and vision to support an excellent Writing in the Disciplines program. In order to have a strong W requirement, we must again fund Writing in the Disciplines.

Second, students taking W courses need additional support outside of class as they work to improve their writing skills. Most W courses are – and should be – taught by regular faculty. We can expect our faculty to impart what they know about the conventions of writing in their own disciplines and to evaluate writing at the level of argumentation, presentation of evidence, and so on. But faculty will not flock to teach W courses if they must devote attention to more basic grammar and composition, or if their students turn in papers that are miserably short in these areas. We therefore also advocate restoring the Peer Writing Assistant program formerly run by the Writing Program. When that program existed, students in a W course had free access to tutors who were upper-division undergraduates with some training. The program was highly valued by both students and W instructors.

**We estimate that meeting the needs laid out above will require an increase in funding on the order of \$250,000 per year.** (The actual cost of shoring up the W requirement will depend on various factors. The figure may be less or more in the end, but it is very likely to be well into the six figures.) Of that amount, we estimate that about 60 percent would go to TAS funds to support either graduate students or lecturers offering W sections or courses; another 20 percent would fund the Writing Assistant Program; and the remaining 20 percent would fund approximately one Writing Program FTE equivalent. We provide a rationale for each of these amounts in turn.

The projected sum of about \$50,000 for a Writing Assistant program is based on what that same program cost when it existed, loosely adjusted for inflation. As an alternative or supplemental source of funding for such tutoring, the campus might also consider student fees.

As mentioned, there is currently no funding that would allow any Writing Program faculty to actively support the W requirement. Writing Program faculty can support the W by consulting closely with instructors a W course, for example, or by offering training courses for TAs and writing assistants. Increased funding (on the order of \$50,000) could be used to hire new faculty or to buy time for existing faculty (or both). One important consideration is whether the campus could benefit from hiring someone who specializes in the teaching of writing specifically in the sciences or engineering, areas where there is currently a shortfall in W courses.

The TAS figure is the most difficult to project. For present purposes, we note that UCLA allocates \$250,000 for a very similar purpose. The money goes as matching funds to departments for TA support in W-like courses. Crudely adjusting for the difference in undergraduate enrollment (roughly 25,000/15,000), this corresponds to a figure of \$150,000 for UCSC.

In order to sustain the W, any commitment of the sort proposed here would obviously have to be ongoing. And since the point of funding the W is to sustain a pedagogically realistic student-to-evaluator ratio, funding should be indexed to both enrollment and inflation.

For the campus to make a decision to fund the W along these lines, it will require the strong and synergistic backing of both the administration and the Senate faculty. Given budget realities, a choice to fund the W will be a choice to sacrifice something else.

CEP will sponsor a resolution at the March 9 Senate Meeting that will call on the administration to provide increased funding to redress the W shortfall and to work with departments and the Senate to solve the W crisis. If the faculty are clear on the choice they are making, and if the resolution passes, it will represent a faculty mandate to the administration. In this event, we will call on the administration to come through with the necessary funding. We will also call on the administration to acknowledge that writing in the disciplines is a responsibility of the entire campus and not of any particular division. Whether all departments can or should provide Ws for their majors, a student should be

able to satisfy the requirement with a course tailored to the needs of his or her discipline. (See the discussion below.) When students are forced to satisfy the W requirement through courses far outside their field of interest, neither the students nor the faculty are well served.

Should such a resolution fail to pass, then the Senate will have to seriously consider eliminating the W requirement. We do not think there is a viable middle road. Watering down the W requirement, as some have proposed, would leave the campus with the burden of administering a requirement that has limited substance or effectiveness. And continuing to impose a requirement on students without providing enough class seats for everyone is not an option.

We strongly favor retaining and revitalizing the W requirement. If our campus declines to fund it, then UCSC will find itself out of step with a nationwide trend in good practices in undergraduate writing and learning.

### **Epilogue: whose responsibility is writing in the disciplines?**

The question of who should offer W courses has sometimes engendered controversy on campus. Some faculty feel that not all departments should be expected to teach W courses. Our main goal here has been to propose increased funding for the W requirement, and to a large extent the case is the same regardless of who teaches the courses. But our discussion obviously reflects the view intrinsic to the Writing Across the Curriculum movement that W-like requirements are best satisfied within a student's major. Here we address this issue in a bit more detail.

First, it should be borne in mind that the relevant Senate Regulation (10.2.2.1.e) specifies a course that "provides instruction and substantial practice in writing within the context of *any* academic subject" (emphasis added). That is, the Regulations do not require a student to satisfy the W within his or her major, and do not require departments to provide W courses. CEP is not proposing any change to this Regulation. We do not believe that the W can be saved or improved by attempting to force unwilling faculty or departments to take it on.

But, perhaps over time, we would like to persuade faculty and departments that this is the best thing to do. Where faculty seem unpersuaded, we hear two concerns. The first is the lack of resources to help teach an effective W, the problem of the "unfunded mandate". The proposal here is meant to help address this impediment. The second concern is pedagogical: perhaps W courses can or should be taught only by certain faculty (for example, writing instructors), or perhaps writing is not relevant to all disciplines. Our response to this second concern involves several points.

1. Scholarship is by nature public and interactive. Every discipline has its conventions for communicating, and all call on writing sometimes. It can and should be the goal of every discipline that its majors learn to communicate accordingly.

2. That said, the conventions of communication vary widely from discipline to discipline. We believe that departments should have a good deal of leeway to decide what a W-like requirement ought to mean to them and their students. This should entail breadth or flexibility on CEP's part in determining W policy. Going further, we note that scholarly communication occurs in important forms besides writing. We give talks, design and present posters, and so on. Though writing must be a component of a requirement on scholarly communication, it need not be the only one. A more broadly conceived requirement than our W might be called a *DC* requirement – a requirement in *disciplinary communication*. A move in this direction might require a change in Senate Regulations.
3. The object of writing in the disciplines is as much about *writing to learn* as it is about learning to write. In other words, writing (or other forms of scholarly expression) should occur within the discipline because it is an excellent tool for *learning the content of that discipline*. As scholars ourselves, we understand that few things reveal gaps in our understanding of material, or a weakness in our reasoning, as putting our thoughts into words does. The use of writing to foster a deep understanding of a student's major is arguably the most important aspect of a W-like requirement. No discussion of advanced writing requirements should lose sight of this point.
4. Among those who argue for writing within a student's own discipline, it is well understood that regular faculty may not want to spend time teaching and evaluating general matters of composition, grammar, usage, and so on. Indeed, though all faculty teaching W-like courses can (and probably should) consider basic quality of writing in *evaluating* papers, they should *not* feel compelled to teach it or provide detailed feedback about it. To view the matter otherwise is not only unrealistic, it misses an essential point of writing in the disciplines (see 3 above). In a W-like course, faculty should focus on matters such as structure and quality of argumentation (as well as the substance of the writing). In addition, faculty *can* teach some of the conventions of writing in their own discipline, including conventions of paper organization, data presentation, citation, and argumentation.
5. It is nevertheless true that deficiencies in basic writing skills will persist even for more advanced students and that such deficiencies can hinder achievement in a W-like class. For writing in the disciplines to succeed, students need strong support for basic skills *outside of class*, for example in the form of peer writing tutors. In addition, we must do everything we can to ensure that students are having their needs met in first-year composition courses.
6. Finally, some departments may continue to feel that they cannot or should not provide writing in the disciplines training within their own departments. Should this be true, there are alternative structures to consider for providing for their students, structures that nevertheless come closer to the ideals expressed here than our current system does. For example, many universities have advanced writing courses sponsored within a particular *division*. UCSC is fortunate to have several types of units in which

disciplinary-based writing courses might be housed, such as departments, divisions, colleges, and the Writing Program. Wherever such courses are located, however, we believe strongly that regular departmental faculty must have a hand in determining their content and quality, for all of the reasons given above. But – at least to some extent – this is a separate matter from who pays for them or teaches them.

## **Resolution**

### 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 compromised;

THEREFORE BE IT RESOLVED that the Senate 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.

Respectfully submitted,

### COMMITTEE ON EDUCATIONAL POLICY

Heather Bullock

Russ Flegal

David Helmbold

Pamela Hunt-Carter, *ex officio* Joel Ferguson, Provosts' Representative

Anatole Leiken Sarah-Hope Parmeter, Non-Senate Teaching Faculty Representative

Loisa Nygaard

Jaye Padgett, Chair

February 23, 2007

**COMMITTEE ON EDUCATIONAL POLICY**  
**Report on Senate Resolution on Graduation Rates**

To the Academic Senate, Santa Cruz Division:

In May 2006 the Academic Senate passed the following resolution:

**Resolution**

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

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

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

**Therefore Be it Resolved**

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

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

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

We report here on CEP's work in response to this resolution.

First, CEP has formally proposed to the Chair of the Senate a Joint Task Force on Retention and Graduation, included as an appendix to this report. However, CEP believes that endeavors to assess and improve retention and graduation must be on-going rather than short-lived or episodic. To this end, the charge of the Task Force is to recommend membership and a charge for a **permanent** Joint Steering Committee on Retention and Graduation. The Task Force is to provide its recommendations by May 15, 2007, so that the Steering Committee can be in place by fall 2007.

In the meantime, CEP has continued to raise the issue of retention and graduation with members of the administration. For example, CEP's response to the draft Strategic Plan requests that attention be paid to the connection between Plan elements and retention. Last year, in a letter to the VPAA concerning the external review process, CEP recommended that, as part of the process, units be provided with and report on statistics regarding degrees awarded. Finally, CEP

is recommending that the proposed Joint Task Force be chaired by either a current or recent high-ranking administration officer.

The May 2006 resolution required that “the Santa Cruz Division requests each of its programs to consider ways to improve retention and graduation among its students with particular attention to students seeking academic challenge in the lower division.” Such a request to units was included in CEP’s 2005-06 annual report and in a letter to departments and colleges sent by the CEP 2005-06 and 2006-07 Chairs. An important function of the future Joint Steering Committee will be to continue nurturing policies of monitoring and improving retention at the program level.

Respectfully submitted,

COMMITTEE ON EDUCATIONAL POLICY

Heather Bullock

Russ Flegal

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Loisa Nygaard

Jaye Padgett, Chair

January 31, 2007

**COMMITTEE ON PLANNING AND BUDGET**  
**Report on Status of Professional Schools**

To the Academic Senate, Santa Cruz Division:

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

1. Why professional schools now?
  - A means of increasing graduate growth targeted to a different set of students than traditional MA and PH.D. programs.
  - A means of enhancing areas of campus strength.
  - A means of developing the UCSC location in Silicon Valley.
  
2. What's been done thus far to explore the possibilities for professional schools?
  - Call for proposals last year.
  - Seed money from the Vice Provost for Academic Affairs.
  - Office of the President (OP) money for development of the UCSC-Silicon Valley connection.
  
3. What ideas have emerged, then and since, from which campus constituencies, and at what stages of development?
  - Architecture and Design, Education, Environmental Science and Policy, Library and Information Technology, and Public Health (ideas suggested by faculty groups and deans)
  - Climate Change (pre-professional school program)
  - Coastal and Marine Policy, Public Media, and Public Policy (pre-proposals funded through Senate process)
  - School of Management (most fully funded and developed of all the above)
  
4. School of Management update
  - Pre-proposal phase
  - Consultant report
  - Resource plan
  - Campus sponsors
  
5. Process for new proposals
  - Guidelines for pre-proposals
  - EVC available support

Respectfully submitted,

COMMITTEE ON PLANNING AND BUDGET

Faye Crosby, *ex-officio*

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February 23, 2007