

Meeting Call for Regular Meeting of the Santa Cruz Division
FRIDAY, May 30, 2008 at 2:30 p.m.
Colleges Nine and Ten Multipurpose Room
ORDER OF BUSINESS

1. Approval of Draft Minutes
 - a. Draft Minutes of March 7, 2008, previously distributed (AS/SCM/284) p. 1
2. Announcements
 - a. Chair Williams
 - b. Chancellor Blumenthal
 - c. Campus Provost/Executive Vice Chancellor Kliger
3. Report of the Representative to the Assembly (AS/SCP/1568) p. 19
4. Special Orders: Annual Reports
 - a. Committee on the Faculty Research Lecture (AS/SCP/1569) p. 21
5. Reports of Special Committees (none)
6. Reports of Standing Committees
 - a. Committee on Faculty Research Lecture
 - i. Proposed Amendments to Santa Cruz Bylaw 13.19 (AS/SCP/1566) p. 24
 - b. Committee on Committees
 - i. 2008-09 Committee Nominations (AS/SCP/1571) p. 25
 - ii. Dean McHenry Award for Distinguished Leadership in the Academic Senate (AS/SCP/1567) p. 31
 - c. Committee on Educational Policy
 - i. Amendment to Regulation 10.4 on Majors and Minors (AS/SCP/1564) p. 34
 - ii. Proposal to Reform General Education at UCSC (AS/SCP/1572) p. 39
 - d. Committee on Faculty Welfare
 - i. Report on "Quality of Life" Issues (AS/SCP/1565) p. 67
 - e. Committee on Planning and Budget
 - i. Oral Report on Faculty Salaries
 - ii. Professional Schools at UCSC (AS/SCP/1573) p. 69
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, 2008
MEMBERS OF THE ACADEMIC SENATE

Dear Colleagues,

The spring quarter Academic Senate meeting will be Friday, May 30th at 2:30 p.m. in the Colleges 9 and 10 Multipurpose Room. The Meeting Call can be found [HERE](#). As always, this quarter has been interesting at UCSC, with notable attention being paid in some campus circles to normally arcane governmental events like the May revise of the Governor's Budget. During times of budgetary turmoil, the tenor of many campus discussions tends naturally to shift towards financially or business oriented terminologies. Like: "Does this new enterprise have resource neutrality?" When confronted by such outbreaks of business-ese, I find that it is always worth recalling that, although we bill and account centrally, *academic programs are the largest revenue generator* for the campus, from students, the state (through the medium of student enrollment), and external sources. Perhaps this is an obvious statement, but there are times when it seems to be forgotten or taken for granted. Not only are the conveyance and creation of knowledge our institutional missions, but they also provide the economic engine of our institution -- something that absolutely needs to be kept in mind in the inevitable "university-from-a-business-viewpoint" discussions.

In this context, we are fortunate to have on the docket of our meeting a discussion item that is largely pedagogic (although I suppose it could also be phrased as "improving the efficiency of our product delivery"): a discussion of proposed General Education reforms from our Committee on Educational Policy. CEP wants to be as responsive to faculty input as possible in the proposals that they plan to bring to the Fall, 2008 meeting for a Senate vote, and the discussion at the Senate meeting will provide an additional forum for such input. So, why should you come to this meeting? Assuredly, every faculty member will be impacted in a range of ways by major revisions to our General Education requirements and offerings—and, despite our institution's educational vibrancy, such revisions have not occurred for about a quarter-century. Therefore, a successfully designed and implemented set of revisions requires as much faculty thought, discussion and deliberation as possible. Also, the meeting will have a presentation on faculty salaries, and in particular on how our salaries at UCSC relate to those at other UC's—a topic of considerable interest from both a local perspective and for understanding the degree to which "tiering" of UC campuses with respect to faculty salaries has (perhaps unintentionally) occurred.

Finally, the meeting will be followed by a RECEPTION in the Bhojwani Room of the University Center. So, your attendance at this meeting, beyond quite possibly being good for your academic soul, will have a tangible reward attached.

Sincerely,



Quentin Williams, Chair
Academic Senate
Santa Cruz Division

**PROPOSED CORRECTIONS TO THE MINUTES
of the
Winter Quarter 2008 Meeting**

The draft minutes from the March 7, 2008 Senate meeting were distributed via email on May 19, 2008 and will be presented for approval at the next Senate Meeting on May 30, 2008. After being approved, these minutes will be posted on the Senate web site (<http://senate.ucsc.edu/meetings.html>).

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

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

To assist the Senate staff, proposed changes should specify:

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

Please submit all proposed changes to arrive in the Senate Office **no later than 12:00 noon on Wednesday, May 28, 2008**. They should be addressed to the Secretary, c/o Academic Senate Office, 125 Kerr Hall or via email to senate@ucsc.edu.

Judith Habicht - Mauche
Secretary, Academic Senate
Santa Cruz Division

May 23, 2008

Draft M I N U T E S
Regular Meeting of the Santa Cruz Division
March 7, 2008

Meeting

A regular meeting of the Santa Cruz Division of the Academic Senate was held Friday, March 7, 2008 at the Colleges Nine & Ten Multipurpose Room. Prior to the meeting Senate Vice Chair Lori Kletzer was appointed to serve as secretary *pro tem* for this meeting. With Parliamentarian Bruce Bridgeman present, Chair Quentin Williams called the meeting to order at 2:30 pm.

1. Approval of Draft Minutes

Chair Williams asked if there were any additional changes, other than those submitted in writing, to the minutes of November 9, 2007. Professor Onuttom Narayan asked that the reference to “the chancellor” on page five of the minutes be changed to read “the provost.” Chair Williams accepted the change and the minutes were approved.

2. Announcements

a. Chair Quentin Williams

Chair Williams provided an update on issues occurring at the system-wide level. The presidential search is ongoing and President Dynes is slated to step down in June. There is a high degree of uncertainty surrounding the 2008-09 budget. It appears the Regents will not formally decide on the level of 2008-09 student fees before May and how the legislature may revise the governor’s proposed budget is of great concern.

Chair Williams also provided an update on system-wide Senate business. The Board on Admissions and Relations to Schools (BOARS) has generated a revised proposal to notably change UC’s freshman eligibility policies. Divisional Senate committees will review and assess the revised proposal during the spring quarter.

Chair Williams reported that the Senate is continuing to monitor faculty salaries. Last fall the UC system initiated a four year plan to bring UC faculty compensation in line with that of its comparison institutions and then the state budget crisis hit. The Senate Executive Committee (SEC) has been working on a review of UCSC salaries relative to the other campuses, along with proposals for further addressing the salary situation. This will be an ongoing issue of attention for the next several months.

Chair Williams informed the Senate that Chancellor Blumenthal will be invested on June 6 and expressed pleasure that a UCSC faculty member is occupying the highest office of the campus. Chair Williams concluded his comments by saying that over the last few weeks truly reprehensible actions have taken place including the targeting of faculty and other colleagues via assaults at their homes. While the campus can civilly argue over campus protests, such actions strike not only long standing and cherished values of academic freedom, but at the basic underpinnings of civilized society, and are, in Chair Williams’ view, completely contemptible and unacceptable.

b. Chancellor George Blumenthal

Chancellor Blumenthal joined Chair Williams in condemning the attempted invasion of a faculty member's home. He called it an insidious act and the most serious attack on academic freedom in the 42 year history of the campus. The attack is unacceptable and should not be tolerated. The campus is offering support in a variety of ways to those faculty members whose security is threatened at their homes. He believes it is important to have civil and rational dialogues on this campus. While this recent act was an illegal protest it should not color the campus reaction to legal and civil protests. For such protests the campus should be tolerant and accepting that students do have a right to protest.

Chancellor Blumenthal provided an update on the state budget noting that the Governor's proposed budget for UC was 417 million dollars less than the request from the Regents. There will be budget cuts to the university. The university has already made the decision to admit all UC eligible students this year, even though UC may not be fully funded for them. However, the university feels and has stated no obligation to continue that next year should the budget situation continue to worsen.

Chancellor Blumenthal said one of the most important issues from a statewide viewpoint is faculty salaries. The chancellor is not sure how the budget cuts will affect the four year plan but believes that faculty salaries are the highest or one of the highest priorities. Chancellor Blumenthal added the budget situation is sufficiently serious that he thinks the campus has to be supportive of UC's efforts in Sacramento. Tuesday, March 4 was UC Day at the state capital. Alumni from all UC campuses descended upon Sacramento to meet with legislators. Chancellor Blumenthal was present and pleased to note the enthusiasm that alumni have shown toward the university, the university experience and the need to continue to provide accessible and affordable education to the students of California. While at the capital Chancellor Blumenthal presented an award to John Laird as the Outstanding Legislator.

The chancellor also reported that UC students were in Sacramento lobbying legislators this past week and Chancellor Blumenthal met with five Bay area legislators. Chancellor Blumenthal briefly mentioned the presidential search. The recent letter that was sent to the university by the Western Association of Schools and Colleges (WASC) may impact the search. WASC conducted an assessment of UCOP operations, motivated originally by the controversy surrounding compensation issues, and in the course of their examination they discovered there are governance issues, particularly with regard to the relationship between the president and the Regents. WASC has now issued a letter to the university calling into question some practices at the highest level of the university, and have announced their intention to revisit the issue in one year.

Next the chancellor provided an update on campus issues. This year there are a record number of new student applications to UCSC. There are 28,000 frosh applications; that is an increase of about 14 percent from last year, and it's much higher than the UC average increase which was about nine percent. More and more students are finding

UCSC as a place they want attend and the same is true of transfer applications. There are 5,200 transfer applications, up 12 percent which is significantly higher than UC average. The applicant pool is the most diverse ever.

Regarding the Long Range Development Plan (LRDP), the chancellor reported that since December the university, city, county and a coalition called CLUE have been in ongoing mediation and discussion aimed at reaching a settlement of all outstanding litigation. Chancellor Blumenthal has a certain degree of optimism but cannot guarantee a satisfactory resolution.

Finally, the chancellor provided an update on the comprehensive capital campaign. Chancellor Blumenthal said that with state funding so uncertain it is more important than ever that we concentrate on raising private funds to support the many functions of the university. One of the first steps of the capital campaign is setting priorities and the administration is trying to consult broadly across the campus in establishing those priorities. The process has been from the bottom up thus far and ideas have been solicited from departments and from every division on campus including the Senate. The chancellor added that priorities for fundraising need to align with the academic plan and vision for the campus. Significant fundraising is necessary for need- and merit-based financial aid as well as graduate fellowships because graduate education is such a priority for the campus. There is also the research mission, which will include raising money for endowed chairs and research facilities. During the spring and fall quarters the campus will conduct a feasibility study for the capital campaign which should help refine the goals. The campus continues to invest in staffing for University Relations (UR). UCSC has the potential to raise significantly more money than it has in the past which will require participation and leadership from the faculty. Chancellor Blumenthal is counting on the faculty to be active participants in the campaign and sees the faculty as a key part of the campus fundraising efforts.

c. Campus Provost/Executive Vice Chancellor Kliger

EVC Kliger provided updates on the state budget, enrollment targets for 2008-09, University Extension (UNEX), Ranchview Terrace and the employee master housing plan.

The outlook for the 2008-09 budget is very serious with respect to the potential impact on the university. The state is facing a deficit that continues to rise; the governor's proposed budget for UC is 417 million dollars below the 2008-09 request from the Regents. The amount of budget reduction to the campus is very uncertain. The magnitude will depend on budget resolutions reached between the governor and the legislature; and how the Office of the President (OP) decides to allocate reductions to campuses. Also Regental decisions could result in unfunded mandates to the campuses. EVC Kliger said this level of uncertainty makes planning very difficult. He provided planning targets to each division; however, these targets are not intended to communicate decisions. Targets were simply provided with the intent of initiating discussion. The level of planning targets is the middle of the estimates of what the EVC anticipates as a best-case and worst-case scenario for the campus. The EVC is currently working with deans, vice provosts, vice

chancellors and the Senate leadership to understand the impact of differential cuts and to identify areas that should either be protected from or slated for reduction.

Next, the EVC discussed enrollments. OP has taken the position that with student demand up sharply, the university will continue to offer admission in fall of 2008 to all undergraduate applicants who meet the university eligibility requirements, despite the prospects of reduced state support. However, university officials warned that UC cannot commit to expand its enrollments any further for the 2009-10 year unless the state is able to provide funding at that time for the additional students enrolled in 2008-09. After consulting with the Senate the EVC has proposed a local enrollment strategy for 2008-09 that will strive to keep the enrollments in the first year class the same as this year. The campus will focus on meeting its budgeted enrollment target by increasing the number of graduate and transfer students. This strategy is in alignment with the enrollment decisions made by OP and at the same time it is responsive to growing concerns about curricular capacity and impact at the lower division levels. As stated by OP, "In order to continue to provide student access, the university will need to look even more intensively at budget reduction in other areas as well as student fee levels. In addition, while the university will offer a place in the UC system to all eligible applicants, the application increase and the budget constraints mean that it is possible that fewer students will be admitted to their first choice campus this year relative to prior years."

EVC Kliger provided a brief update on UNEX. At the last Senate meeting it was stated that UNEX would decrease its annual deficit this year by one million dollars and would increase enrollments in remaining programs by ten percent. Since this summer many significant changes have been made to the UNEX operation in marketing strategies, course approval procedures, integration into campus information technology (IT) and expansion of online offerings as well as changes within the academic programs. Many of these changes did not begin to have an impact on performance until winter quarter due to the catalog production cycle. However, January and February have seen a ten to eleven percent increase in revenues overall. In specific programs the results are even more promising, with business and management showing a 13 percent enrollment increase; engineering and technology experienced an 18 percent enrollment increase and a 39 percent income growth. EVC Kliger cautioned this does not mean that there aren't still significant difficulties facing UNEX and he will continue his assessment as spring quarter enrollments are monitored.

Ranchview Terrace Phase I construction is underway. Sales contracting is scheduled for April with actual move in to begin in August or September. A recent letter from potential buyers raised a number of concerns about the project. EVC Kliger feels the underlying dissatisfaction originates from the view that there is a need for greater transparency about the project including origination, budget and cost escalation. EVC Kliger has asked Jean Marie Scott and Steve Houser to brief the Senate representatives, including Chair Williams, Committee on Planning and Budget (CPB) Chair Susan Gillman and Committee on Faculty Welfare (CFW) Chair Ted Holman on the issues.

The employee master housing plan is currently in development. The schedule has been delayed due to an ongoing lawsuit and the mediation process for the LRDP. Some aspects of the master plan may be influenced by the outcome of the ongoing lawsuit and LRDP mediation process; the campus can not proceed with the plan until there is a resolution to the LRDP lawsuit. The EVC hopes to complete the master housing plan within eight weeks of knowing the final outcome of the lawsuit and/or mediation.

Finally, the EVC discussed broader issues of activism and demonstrations on campus. One of the hallmarks of our academic institution and a point of pride for many who live and work in this community has been the long standing commitment to diversity. The student experience at UCSC is enriched through the diversity that exists within its communities, including the diversity of thoughts and beliefs. It is the nature of such diversity to pose the challenge of addressing conflicts that may arise when good, reasonable people hold very strong, passionate and opposing opinions on issues of societal importance. A genuine commitment to diversity must include the will to find resolution to the inevitable conflict. Over the past few years campus protests have ended in confrontations between students, non-affiliates and campus personnel. The EVC continued to say some people choose to blame the confrontation on administrators and police; others place the blame on students and non-affiliates. It is time to move beyond blame. The EVC, along with his administrative colleagues, particularly the Vice Chancellor of Student Affairs and the Vice Chancellor of Business Administrative Services, struggle everyday with balancing their obligations to uphold academic freedom of the faculty, to protect the rights of all campus community members, and to ensure a safe environment for all who live and work on campus. The EVC referred to the recent attack at a faculty member's home and said that was not an exercise of free speech and said he believes all agree that such actions cannot be tolerated, and that the campus must take all necessary steps within the law to prevent such assaults on personal and academic freedom, provide for the safety of faculty, their families and all other members of the campus community.

The EVC also believes that when people choose to demonstrate their beliefs through actions that harass, intimidate, vandalize or otherwise break the laws of the social contracts that govern our community they should expect to be held accountable for their actions. As educators faculty have an obligation to teach and a collective responsibility to come together around difficult issues and [see information] something is wrong with this phrase, meaning unclear, wrong verb??—go back to transcript and try to fix] that can further inform thinking and actions.

With the support of Chancellor Blumenthal, EVC Kliger has committed to support two initiatives that will help forward the campus's ability to more effectively resolve conflict without violence. EVC Kliger has invited two experienced mediators to come to campus. The mediators will engage individuals and small groups in a series of conversations about issues that have divided the campus. The purpose of the conversations is to provide an opportunity for people to express their views around these issues and to provide an opportunity for people to be heard. EVC Kliger is hopeful that this process will result in recommendations about how the campus can further engage individuals and groups in

continuing dialog that increases understanding, acknowledges differences, allows the vigorous pursuit of discourse and debate, and strives to resolve differences through actions characterized by tolerance, civility and respect.

The second initiative is to establish a mediation program on campus. In 2003, a working group of faculty including Professors Carolyn Martin-Shaw, John Isbister and Bill Ladusaw as well as staff convened at the request of Assistant Chancellor Leslie Sunell. The group was advised by then Senate Chair George Blumenthal. At the end of the study, the group proposed that UCSC expand access to professional mediation for faculty, staff and students, citing that such a program would be a sound investment. Most UC campuses have implemented mediation services to expand the conflict resolution alternatives available to their communities. The goal of the UCSC program is to model pro-active conflict resolution, strategies and expand alternative dispute resolution options of the UCSC community, administrators, faculty, staff and students.

Following the EVC and Chancellor's comments, Chair Williams opened the floor to questions.

Professor Onuttom Narayan, Physics, asked about funding for a feasibility study on housing in the north campus. He noted that the EVC had previously announced that increases in the prices of existing employee housing would be plowed back into the housing program for future projects. After careful study, CPB's report of 2005 calculates that 90% of academic building growth could be achieved in the core campus. Assuming that the build up of North Campus would occur only after the core was developed CPB noted that there was very little possibility of any academic buildings in North Campus. Building housing there without an academic core would be unattractive for various reasons but most importantly, it would be financially impossible. CPB made a strong recommendation that planning for employee housing should be focused on south campus. Professor Narayan queried if the feasibility study found that the cost of housing on the north campus would be exorbitant, i.e., substantially above Ranchview Terrace, will the campus refund the cost of the study to the housing program since this sound CPB recommendation was ignored? The EVC asked AVC Campus and University Housing Services Jean Marie Scott to respond.

By unanimous consent the Senate extended privilege of the floor to AVC Jean Marie Scott.

AVC Scott stated that the study, which includes north campus and off campus analysis, will not be complete until about eight weeks after the LRDP lawsuit is settled. AVC Scott will not comment on the results until the report is complete. EVC Klinger, in responding to a question about the cost of the report, stated that regardless of the results the study was valuable. Since it is a housing issue, the housing fees should pay for the study and the EVC will not reimburse housing for the study.

Grant Hartwell, student from College Ten, commented that he is excited to hear about the mediation program, but disheartened by the injunction against the tree sitters. He asked

the EVC if the administration is planning on using the mediation program to resolve the tree sitter situation. The EVC responded that the lack of communication between the administration and tree sitters is an issue and the whole idea of mediation is to foster communication. To that extent, the EVC hopes mediation will solve the issue. The EVC stated that the administration believes the tree sitting activity is illegal and therefore asked for the injunction. Others feel differently, so the administration asked the court to decide. The court has tentatively decided that it is illegal, and will give a final resolution next week.

Grant Hartwell expressed discontent with the charges against two freshmen students from College Nine involved in the tree sit. Mr. Hartwell understands that the students are charged because they identified the tree sitters as their guests. Mr. Hartwell finds it hard to believe that two freshmen from College Nine are really so immersed in the community to know what is going on. He asked EVC Kliger to comment.

EVC Kliger stated the court has ruled not only is tree sitting an illegal activity, but feeding and supplying resources to the tree sitters is an illegal activity. The court made the decision on that for all of the people involved, including the two students.

3. Report of the Representative to the Assembly

The Senate accepted the report without comment.

4. Annual Reports

None

5. Reports of Special Committees

None

6. Reports of Standing Committees

a. Committee on Educational Policy

Oral Report on General Education

Committee on Educational Policy (CEP) Chair Jaye Padgett reported the committee is working to reassess and reform General Education (GE) at UCSC. Next quarter, CEP plans to present two proposals, the first being a joint proposal with CPB. This proposal calls for a fundamental change in our approach to the upper division writing requirement (W). The proposal addresses the capacity issue which has plagued the W and is designed to improve the educational effectiveness of the requirement. The proposals asks all departments to take more responsibility for defining and overseeing their own educational objectives for the forms of disciplinary communication they deem relevant for their own majors, and for seeing that these educational objectives are met. The document for next quarter is likely to include proposals for a seriously reinvigorated peer tutoring program and for the dedication for some or all of an FTE in the writing program to assist departments that wish to consult to develop or improve their approach to disciplinary communication in the major. Also, where appropriate, the targeting of funds toward places in the curriculum where capacity issues make meeting educational objectives in disciplinary communication a challenge.

The second proposal is for a reformed system of GE at UCSC. This quarter a CEP representative visited every department on campus in order to give a presentation of the committee's ideas. During the spring quarter CEP plans to synthesize the department information. The Senate will first review the proposals at its spring meeting and CEP will bring it for a vote during the fall Senate meeting. CEP plans to present the proposals to department chairs and undergrad directors at Council of Chairs' meetings and looks forward to faculty feedback.

Margaret Fitzsimmons, Environmental Studies, commented on the wide ranging discussion between her department and the CEP representative. Her department is looking forward to reading the proposals and is pleased to hear CEP is working jointly with CPB. From the perspective of a classroom with 70 students where the fire marshal wants only 50, it seems a careful investigation of resource implications is necessary. As the discussion proceeds, the Senate needs some sense from the administration of the degree to which they can help and the degree to which this falls to the faculty in the current resource situation.

b. Committee on Planning and Budget:

Report on Professional Schools (AS/SCP/1561)

CPB Chair Susan Gillman informed the Senate that the Academic Senate website has a very good section on professional schools including the process that CPB designed to vet these pre-proposals, the pre-proposals themselves and comparative data on professional schools in the UC system.

Professional schools have always been a corollary of the campus discussions and CPB's work on enrollment growth, which has been going on for about eight years. CPB initially thought about enrollment in terms of conditions for growth. CPB's questions were: 1) what is the right mix for graduate/undergraduate enrollments? 2) What is the right mix of academic/professional programs that would achieve the desired graduate growth? In tandem with that, CPB reported in May 2007 that it had begun to work on enrollment management by monitoring the effects of growth on undergraduate education, attempting to develop a set of metrics meant to assess overall the educational effectiveness and instructional capacity. CPB sees the professional school discussion in the context of overall campus planning and enrollment management and manipulation in terms of the work it is doing right now on GE reform and the W.

CPB Chair Gillman called on CPB member Professor Herbie Lee, Applied Math and Statistics, to provide an update on the committee's work on enrollment management metrics. Professor Lee began by saying that a CPB subcommittee is working with the administration and staff in Planning and Budget to find out more about what information is available about enrollment, and it turns out there is quite a lot of information out there. Professor Lee provided samples of two sets of reports: one is a retrospective look in terms of students who have graduated with a certain degree and the second view is a prospective one. The prospective view looks at students coming to UCSC, what they plan to major in, and what happens to them. The view is a six year time span and CPB would like to make this available to all the departments. The information is useful at a

low level to determine who the students are and what is happening with them. It is useful for advising, planning, and enrollment management and retention issues. Professor Lee illustrated his point by providing information on the economics major. There were 46 people in this cohort that graduated with a degree in economics. Of them, 16 came undeclared; the other 30 came declared with some major. Of those, there is one that was proposed economics. Professor Lee believes this is not atypical of other majors. There were some that proposed related majors such as global or business management economics, but there was a wide variety of other majors such as literature and computer science. There is a lot of migration between programs.

Professor Lee's next slide showed the students that initially came in proposed to be economics majors and how they migrated out of an economics major over the year.

Professor Richard Hughey, Computer and Biomolecular Engineering, commented that data and departmental access to data is great. He asked how the data can be effectively used. In the case of economics if one were to do some early checks to see if any of these pre-majors have taken pre-calculus, calculus or economics in the first quarter of first year, then we know they are progressing that way. For those that are not, they should be pulled into their college office for advising. We need to be using our information systems to advise our students rather than just look at and juggle resources.

Professor Daniel Press, Environmental Studies, commented that it would be wonderful to look at what courses students take in different cohorts so that you can see what effect your lower division courses are having on retention and recruitment into the major. If that data is available we could calibrate the effect of our lower division instruction.

Professor Lee agreed the data would be valuable but said that information is stored in different databases which are not fully compatible, so tracking individual students is difficult.

Professor Press asked CPB Chair Gillman about CPB's current view of professional school planning given budget realities. CPB Chair Gillman responded that there is a very long timeline in terms of developing structures of academic and administration that would lead to a school. While it does feel incompatible to be thinking about something as expensive as professional education at a time of budget cuts, the nature of the proposals that came forward does indicate faculty interest in a variety of areas that we can work on short of full on proposals for professional schools. CPB is looking for ways to encourage the programs that look like they have the most potential, will not take a lot of money to begin with, and will not be a waste of faculty time.

Professor Press stated that environmental science and policy on this campus is not in a vestigial condition, and therefore he knows that there is some interest in doing things short of new school. He reported the sentiment that marginal, incremental program development, like new masters programs that don't occur in the context of capacity building and fundraising for a school, expect the departments to do things on the cheap so there is not much support. Professor Press said he would place an early opinion that we

are concerned that in a budget crunch, looking for things to do early that are incremental would not be so great.

CPB Chair Gillman responded CPB did discuss the notion of different kinds of timelines for different programs before the budget cuts came in. This was a way CPB thought of developing interest in professional programs that would not force us to pick one over another, but that would see them in tandem.

c. Committee on Preparatory Education

Amendment to Bylaw 13.25 (CPE Charge)

Committee on Preparatory Education (CPE) Chair Elizabeth Abrams provided information on CPE's proposed bylaw change. CPB would like the Coordinator of Entry-Level Writing (ELW) at UCSC as a participant at its regular meetings. CPE recommends this because entry level writing is often an agenda topic and it is written into the committee's charge. A number of CPE's or CPE-equivalents at other campuses already include their ELW Coordinator on their committees. The ELW Coordinator is not just an expert on entry level writing, but also because of the population that s/he deals with, very familiar with students who are members of other groups whose profiles makes them of particular interest to CPE. This includes EOP and ELS students, students from high schools with low API's, students under prepared for university level math, etc. Often times the entry level writers fall into those other categories, the ELW Coordinator has pretty close contact with them and is familiar with the constellation of issues that they face.

CPE Chair Abrams added that it is important to note CPE is asking that the Senate approve a bylaw change that would allow the ELW Coordinator to "sit with" CPE. The Committee on Rules, Jurisdiction and Elections (RJ&E) took a look at the phrase "sits with," because it is used in a number of committee charges and needed some clarification. RJ&E determined "sits with" means a person who has a permanent invitation to attend committee meetings but can be uninvited for specific meetings.

Professor Richard Hughey proposed a friendly amendment to strike the phrase "at UCSC" and change it to read "the campus coordinator" to match other styles. CPE Chair Abrams accepted the friendly amendment and Chair Williams asked for a voice vote on the amendment.

The amendment passed by acclamation.

The Senate then voted on the CPE proposed committee charge:

13.25.1 There are three Santa Cruz Division members. The Coordinator of the Entry Level Writing Requirement (ELWR) is invited to sit with the Committee. In addition, there is one non-senate teaching faculty representative.

The legislation passed by a voice vote.

7. Report of Student Union Assembly Chair

Jamal Atiba, Commissioner of Academic Affairs (CAA) for the Student Union Assembly (SUA) provided an update on current SUA activities, beginning with SUA's voter registration campaign. The SUA external vice chair was engaged in an extensive voter registration campaign in an attempt to increase the number of registered voters on campus before the California primary elections occurred in February. These efforts culminated in dorm visits and phone calls the week before and a day before the primary elections and were successful as evidenced by an award UCSC and the SUA's external vice chair won from the system-wide student government, the UC Student Association. Since then, the external vice chair has been preparing the SUA Lobby Corps Committee to lobby on behalf of students at the state and national level. A formal lobby event took place last weekend and was especially important given the state budget deficit and the estimated \$330 million budget cut to the UC system. At this event, students across the UC lobbied state legislators to make any and all possible attempts to negate potential tuition increases. Mr. Atiba urges the Senate to join with students and others in lobbying the legislature and Regents for the needs of the UC community.

Another area where the SUA and other students have been involved is the 2007-08 American Federation of State, County and Municipal Employees (AFSCME) contract negotiations. AFSCME represents over 2000 service and patient care workers across the UC system. AFSCME is asking for increased wages to be on par with the market rate, and an automatic step system in which employees would receive yearly wage increase. A strike by AFSCME is possible. The organizing director of the SUA has been organizing campaigns on this issue throughout the year which have included students, faculty and staff in protests and other demonstrations. While the SUA has not yet taken a formal stance on this issue, SUA has a history of supporting on campus workers, and students have expressed concern and support for AFSCME. Mr. Atiba strongly suggests that faculty and administrators inform themselves of the issues and its possible effect on the members of the UCSC community.

Mr. Atiba then explained that it is his job as CAA to periodically survey the undergrad community on the state of UCSC academics. Some concerns previously raised include: the problem of class availability and class size for students; the want of many students to see journalism brought back and ethnic studies developed on campus, and the political, racial and other biases that can often make classroom environments uncomfortable for students. These concerns have begun to be addressed. The Vice-Provost/Dean of Undergraduate Education (VPDUE) has informed Mr. Atiba that the VPDUE has been developing a faculty guidance committee to explore journalism on campus. The Vice-Provost of Academic Affairs (VPAA), and a group of faculty and students, met to discuss the possibility of ethnic studies on campus. The very fact that all three parties involved, students, faculty and administration, discussed the issue in a productive way demonstrates a willingness to work on issues of concern.

Mr. Atiba suggested others follow the VPDUE and VPAA's lead and reach out to students to inform them of how concerns are being addressed. This will allow greater communication and respect between all parties.

As for new student concerns, the biggest is the budget situation with tuition increases and resource constraints. According to Mr. Atiba, some students have said that a relatively small increase in tuition may force them to withdraw from UCSC. The added reduction of resources means that coming years will be difficult ones for students. As to class size, most students can barely afford to attend UCSC for four years, much less five, in order to get the necessary classes. The budget affects everyone, and Mr. Atiba urges the Senate to address the issue.

Mr. Atiba closed by thanking CEP for its efforts to involve the whole UCSC community in GE reform. UCSC has had many challenges and will certainly have more. It is unclear how we will fare with the coming budget cuts, but we do know success or failure will depend on our ability to work together and communicate effectively.

8. Report of the Graduate Student Association President

Chelsea Juarez, Graduate Student Association (GSA) president, provided an update on recent GSA activities. She recognized the SUA for receiving the award for their voter registration efforts. Next President Juarez discussed the Long Range Development Plan (LRDP) town hall meeting with Student Affairs Vice Chancellor Felicia McGinty and Alma Sifuentes and a few administrators from Science Hill, which was sponsored by the GSA. Their appearance was a direct response to the GSA president's call for communication. This has opened the door of communication between all student groups and the administration.

The GSA sent four students to the lobbying conference. There were about 50 professional and graduate students and several hundred undergraduates in attendance. The group discussed and lobbied for a fee freeze. They also discussed academic preparation, restoring the competitive Cal Grants and AB540. One of the concerns in terms of academic preparation is that it is not a permanent line item in the budget and is a bargaining chip each year. Graduate students in the stem field have the ability to become involved with program like the Alliance for Graduate Education and the Professorate (AGEP), which allows some academic prep. However, if you are not in the STEM (science, technology, engineering, mathematics) fields, the availability of academic preparation is varied by department. The GSA calls on the faculty to work with the GSA and the grad division to ensure that even if academic prep is cut, professional development is implemented in a systematic way.

The GSA held some diversity events in conjunction with the administration. There was a successful diversity dinner which included a round table discussion with the chancellor and a host of administrators. President Juarez said that graduate students are aware of recruitment budget cuts and they are willing to help recruit both graduate and undergraduate students while at professional conferences.

9. Petitions of Students (none)

10. Unfinished Business (none)

11. University and Faculty Welfare (none)

12. New Business (none)

a. Resolution on Conflict Management and Demonstration Response

Chair Williams called on Professor Carolyn Martin Shaw, Anthropology, who proposed the resolution. Professor Martin Shaw began by saying that we all have an idea of the importance of demonstrations. What we are currently facing is more about the disruption caused by demonstrations; what it is like to have people interfering with our ability to do our work. How should the university respond when people are being uncivil or when they don't go along with the ideas put forward? Can we come up with a procedure that would keep us from calling in the police at the onset of a demonstration? Do we have such procedures already, and are they being followed?

Professor Martin Shaw expressed gratitude toward the Senate and a commitment to the community. She has previously served on campus task forces that dealt with conflict resolution and mediation. Professor Martin Shaw worked on the task force that brought labor relations, the ombudsperson and a host of people to talk about how the campus could establish a Conflict Resolution Center. Professor Martin Shaw also worked on the Senate's Tent University Task Force.

Professor Martin Shaw urged the Senate to be proactive in considering how to adjust to new forms of activist organizing whether by students or others who organize on campus. The campus needs to understand what performative violence is; how it is sometimes used by demonstrators to provoke a violent response and how we can resist giving into that.

Professor Martin Shaw said she is bringing this up now because of the criminal acts perpetrated against members of our faculty and their families, which we all find reprehensible.

There are some good things happening. After the initial show of police force, Professor Martin Shaw believes that UCSC has shown some restraint in dealing with the tree-sit. There have been a number of other campus activities, including with the ombudsperson; having some observers at some of the World Café's demonstrations and successful forums such as one by Provost Helen Shapiro at Colleges Nine and Ten.

Professor Martin Shaw stressed this resolution is not about the LRDP, the tree-sit demonstration or declaring what is valuable/allowable research on campus. This is not about the biomedical center or our colleagues in biology and researchers being able to continue their research according to university and government guidelines. It is not about supporting criminal acts on or off campus. The intent is for Senate members to talk about whether or not they approve or disapprove of the strong initial police action in response to demonstrations on campus. Professor Martin Shaw believes the Senate should disapprove of strong initial police action and that the Senate should call on the administration to adopt procedures that mitigate the use of police force and arrest. Also,

the Senate should say yes to work on demonstration teams or to go out to a demonstration or sit in a meeting to talk about what policies should be established.

The resolution was seconded. Chair Williams asked the assembly for general consent to conduct the vote via secret ballot. He informed the Senate that within Sturgis there is a particular description of a call for a secret ballot which can be initiated by the Chair. Chair Williams then asked for objection to unanimous consent on conducting a secret ballot on the vote for Professor Martin Shaw's resolution.

A motion to conduct a secret ballot was made and seconded.
After an inconclusive voice vote, the motion passed by a show of hands 30-24.

Following the vote, Chair Williams opened the floor to discussion.

In Favor of the Amendment	Opposed to the Amendment
Paul Ortiz	Martin Chemers
Chris Connery	Steve Thorsett
Don Rothman	Ethan Miller
Dana Frank	Olof Einarsdottir
Kathy Foley	Doug Kellogg
Shelly Errington	

Points raised in favor of the amendment:

Last week at a demonstration on this campus about 300 students, workers and staff participated in support of the AFSCME demands. It was a spirited and positive protest and there were no police even though it was an act of civil disobedience. Unfortunately there was only one ladder faculty member at the demonstration. This resolution supports the philosophical principles of nonviolence.

This resolution is about adding more intelligence and deliberation to demonstration response. This is not about excusing crime or excusing excess; this is about intelligent responses that will not exacerbate existing difficulties.

It is essential to reject violence and to speak out against it. We are good at analyzing issues; trying to illuminate complex issues; we are people who depend upon conflict in order to create knowledge. The resolution encourages us as faculty to go out of our way to make our work more transparent so that the students can learn something that will be enormously valuable in dealing with conflict and figuring out ways that are non violent to sustain the conversation amongst each other.

If we can involve everyone within the conversation we will have greater solidarity amongst ourselves on the campus, and not be feeding into divisive dialogs that may cross disciplines or the people who are near to the nexus of the action and the people who have to endure its results.

We should be talking more on campus, especially with students, and I call on the administration to develop different kinds of scenarios in response to violence which are happening elsewhere and can also happen here.

The level of police response to student activism has dramatically escalated in the last five years. We have had no discussion about what the police have actually done in any of these events. There should be a process after one of these incidents in which we have discussion and multi-sided testimony about what were the best practices, and how we can improve them.

Few oppose police investigation of outright unlawful activities. We are talking about demonstrations here, and a tradition of non-violent direct action that campus supports with the Martin Luther King Jr. convocation every year. There must be some consistency between that tradition and rights to activism that need protections, as well as an open dialogue about the role of police as we are entering a period where police response is at a much higher level. There are some threats that need to be taken seriously and may warrant other actions.

We do not have an effective way to bring together our campus to deal with either violent or non-violent demonstrations. We need that.

Points raised against the amendment:

Faculty are very concerned about the level of violence that has surrounded the campus. Faculty have been targeted, and their names, addresses and phone numbers have been published. There are new kinds of demonstrations, we should not be imagining these to be just innocent college students trying to have a say. Chancellor Blumenthal and EVC Klinger have been on campus many years. They are fair, intelligent, honorable men and we ought to let them decide. If we don't know what is going on and we don't understand the nature of these demonstrations and the kinds of intelligence that they have before the act it behooves us to cut them a little slack.

The resolution is structurally flawed. The resolution is the clauses that come after the, "Be it resolved," lines and if the point of the resolution is to address police response, then we ought to be having a resolution about that, not a resolution that is directed at the assumption that in some way, the EVC, VC BAS, and the VC Student Affairs have failed in their jobs, or that the Academic Senate has not participated effectively in demonstration response. Those who read the Demonstration Planning Team Report will see something different, in particular, it says that early intervention by administration and law enforcement to curtail potentially violent protest situations is often called for and that more, rather than fewer, officers at a protest is a sound practice. I believe this community has lost track of the important lines between free speech and academic freedom on the one side; civil disobedience in the middle, and illegal and violent intimidation of members of our community.

Demonstrators should be aware that when you violate laws you get thrown in jail. They should be prepared to accept the consequences of their actions; one of them is jail time.

The fact is we need to respond to illegal acts by putting the perpetrators someplace where they can't threaten faculty and other students.

The demonstrators have affected the lives of the researchers on Science Hill. Students and researchers in chemistry, biochemistry and environmental toxicology have been under lockdown for four months. We have security guards in our halls and entrances. The demonstrators entered the building and pulled the fire alarms twice. This was done with the intention of bringing us out of the building which is extremely hazardous in a building where chemical reactions are constantly being run and monitored. If a student or faculty member inadvertently left a certain reaction in response to the fire alarm, there is a chance of a fire or explosion.

Professor Allen Van Gelder, Computer Science, made a motion to refer this resolution to the Committee on Faculty Welfare. The motion was seconded.

Seeing no discussion, the Chair proceeded to a vote. After an inconclusive voice vote the motion was passed by a show of hands vote of 31 to 19.

Professor Joel Yellin, Division of Physical and Biological Sciences, moved the following resolution from the floor:

Resolved:

The faculty commends the Chancellor and Vice-Chancellor for their efforts to guarantee the safety of faculty members, research staff, and students and uphold the academic freedom of faculty to carry out their research and teaching.

(signed)

Dmitris Achlioptis
Manny Ares
Ilan Benjamin
Giacomo Bernardi
Barry Bowman
Ken Bruland
Scott Brandt
Bruce Cooperstein
Luca de Alfaro
Peggy Delaney
David Draper
Gabriel Elkaim
Andrew Fisher
J.J. Garcia-Luna-Aceves
James Gill
Gary Glatzmaier
Gary Griggs

Matthew Guthaus
David Haussler
Ted Holman
Garth Illingworth
Michael Isaacson
Kevin Karplus
Doug Kellogg
Paul Koch
Phokion Kolaitis
Joe Konopelski
Thorne Lay
Darrell Long
Todd Lowe
Bob Ludwig
Bruce Lyon
Roberto Manduchi
Patrick Mantey

Michael Mateas
Charles McDowell
Peyman Milanfar
Ethan Miller
Glenn Millhauser
Harry Noller
Ingrid Parker
Ken Pedrotti
Nader Pourmand
Pete Raimondi
Bill Saxton
Hamid Sadjadpour

Bruno Sanso
William Scott
Lisa Sloan
Susan Strome
William Sullivan
Lincoln Taiz
Anthony Tromba
Allen Van Gelder
Joel Yellin
James Zachos
Alan Zahler
Martha Zuniga

After the motion was seconded, Professor Yellin then put forward a unanimous consent request to add the names of three faculty members to the resolution: David Cope, Dan Costa and Mary Silver.

Seeing no objections, the three names were added to the resolution.

Professor Yellin stated that a number of faculty observed the agenda and decided to have a response to the previous resolution.

Professor Van Gelder made a motion to refer the resolution to the Committee on Faculty Welfare. Chair Williams requested that Professor Van Gelder defer the motion until Professor Yellin finished his response.

Professor Yellin continued that as a result of recent events, many faculty members believe they face risks that are oppressive and unprecedented. Everyone is aware that there has been violence and harassment directed against faculty and graduate students; a breakdown of our peaceful campus environment; a continuation of the sporadic violence that has plagued us for the last few years; and an effort, principally directed by outsiders, to halt the construction of a biomedical sciences building and stop campus growth.

Professor Yellin said conditions here are not unique in the UC system. There have been other less serious incidents at UCLA, Santa Barbara, Berkeley and UCSF. The problem is growing. If all our difficulties were due to outside forces, the solution would be purely administrative, difficult as they still might be to realize. The reality is that pressures from the outside have merged with the conflicting long term internal developments so we have a more delicate situation. The recent developments raise a crucial question: Do we as faculty share any common values? Those of us who present this resolution believe that the highest priority must be given to securing our safety and protecting the core of what we do: research and teaching. In doing so, we uphold the traditional principles of academic freedom. Judging from their actions, others believe that what they see as the core of values inherent in political activism deserve at least as high priority; the freedom of outsiders and members of our community to demonstrate by physically interfering with campus plans and activities and confronting individual faculty. This fundamental

disagreement has existed in latent form for a long time. It will not be settled by a vote, but a reasonable first step is to express support for the two long term faculty members who now have administrative responsibility for our campus. Their responsibility in turn is to open themselves to discussion with faculty and keep us well informed.

A second helpful step is to organize some private discussions with faculty with different views; it would clear the air to clarify what those that support political activism hope to achieve. Professor Yellin clings to the hope that the present circumstances cannot be as bleak as they now appear. The authority for a third step lies with the system wide Senate itself. Ironically, the Senate reforms of the past few years as well as bizarre events unexpected by anyone have made the administrative tasks more difficult. The Senate can ameliorate some of this by re-implementing basic academic freedom principles that once service the university well.

Professor Van Gelder made a motion to refer the resolution to the Committee on Faculty Welfare. The motion was seconded.

Seeing no discussion, the Chair proceeded to a vote. After an inconclusive voice vote the motion was failed by a show of hands vote of 16 to 23.

The Senate then voted on the resolution which passed by voice vote.

EVC Klinger then expressed his appreciation for the support, but added that this should not just be an expression of support for the EVC and chancellor but for the entire administrative team.

Adjournment: 5:30 p.m.

ATTEST:

Judith Habicht-Mauche
Secretary

And
Lori Kletzer
Secretary *pro tem*

**Assembly Representative Report:
Regular Meeting of the Assembly of the Academic Senate
Wednesday, January 30, 2008**

To: Academic Senate, Santa Cruz Division:

- I. Michael Brown called the meeting to order and the roll call of members was taken.
- II. Minutes of February 14, 2007 and May 9, 2007 were approved.
- III. Announcements were delivered by President Robert Dynes.
- IV. Announcements were delivered by Chair Michael T. Brown.
- V. Special Orders
 1. Regulation 75 of the Merced Division defining academic honors at graduation was approved.
 2. Variance to Senate Regulation 780 on grading as requested by the Merced Division was approved.
 3. Annual reports on Academic Freedom, Academic Personnel, Affirmative Action and Diversity, BOARS, Coordinating Committee on Graduate Affairs, Educational Policy, Faculty Welfare, Information Technology and Telecommunications Policy, Library, Planning and Budget, Preparatory Education, and Research Policy were received.
- VI. There were no reports of special committees.
- VII. Reports of the standing committees included the following:
 1. The proposed amendment to Senate Bylaw 181 on Information Technology and Telecommunications policy [ITTP] requested a change of name to University Committee on Computing and Communications [UCCC] and approval of modifications of the bylaw to reflect this change. The action was voted on and approved.
 2. The proposed amendment to Senate Regulation 636 (University of California Entry Level Writing) which simplified and clarified the language was voted on and approved.
 3. A proposed Academic Senate resolution limiting UC's Role in Manufacturing Nuclear Weapons, especially plutonium pit production was presented and discussed. The resolution called on the President or designee of the President to monitor the level of production of plutonium pits and report this to the Academic Senate. If this cannot be monitored and reported for any reason, UC should reassess participation in the management of the labs and, if any National Laboratory managed by UC begins to produce or manage the production of plutonium pits beyond current level, UC should reassess participation in the management of the laboratory. This was discussed and approved.
 4. The proposed Student Freedom of Scholarly Inquiry Principles was presented. This document which was approved by the Academic Council on Sept. 26, 2007 recognizes that "academic freedom is conferred in the University of California by virtue of faculty membership and student

freedom of scholarly inquiry derives from and is protected by this. The rights and responsibilities were outlined in the document which was discussed and approved.

5. General discussion of issues and concerns of interest to the Assembly members followed and included discussion of the search for the president, the UC budget in 2008-09 and beyond, the Faculty Salary Plan, graduate student support and non-resident issues.
- VIII. University and Faculty Welfare Report. There was none.
- IX. New Petitions of students. There were none.
- X. Unfinished Business. There was none.
- XI. New Business. There was no new business. The meeting was adjourned.

Respectfully Submitted;

REPRESENTATIVE TO THE ASSEMBLY

Kathy Foley

January 30, 2008

COMMITTEE ON THE FACULTY RESEARCH LECTURE
Annual Report for 2007-08

To the Academic Senate, Santa Cruz Division:

I. Faculty Research Lecturer Nomination

The Senate Committee on the Faculty Research Lecturer enthusiastically nominates Patricia Zavella, Professor of Latin American and Latino Studies, to deliver the 2008-2009 lecture. Professor Zavella is one of the world's leading scholars in the fields of feminist ethnography and Chicana/o studies. Her groundbreaking work is widely respected for building the interdisciplinary and transnational agendas of anthropology, feminist studies, Latin American and Latino Studies and Chicana/o Studies.

Professor Zavella's pioneering research illuminates Chicana/Mexicana social life, including issues of labor, migration, family, gender, feminism, health, sexuality and popular culture. Her contributions have been characterized as "political economic anthropology of the first order in which all the levels intersect and the reader is neither lost in the particularities nor mired in general structures without nuance." She is at the forefront of setting the research agenda on Latinos.

Professor Zavella came to UCSC in Community Studies in 1983, after a postdoc at Stanford and a PhD in 1982 in anthropology from Berkeley. She did her undergraduate studies at Pitzer College. She now chairs the department of Latin American and Latino Studies.

Professor Zavella established her reputation with her acclaimed book, *Women's Work and Chicano Families: Cannery Workers of the Santa Clara Valley*, published in 1987 by Cornell University Press.

Her 2001 collaborative volume, *Telling to Live: Latina Feminist Testimonios* (Duke University Press), is recognized as a masterpiece, winning the Gustavus Myers Outstanding Book Award of 2002. This innovative book makes use of the Latin American practice of *testimonio*, as Zavella and her co-authors become their own ethnographers, articulating how their experiences led to their development as Latina feminist scholars. For example, Zavella examines the complications of a mixed heritage embedded in the concept of "Chicana," with its historical and contemporary relations with both the United States and México.

In *Chicana Feminisms* (2003, Duke), Professor Zavella and colleagues situated a group of Chicana and Mexicana oral histories in rich historical context. In particular, the book explores transnational links in the practices and discourses of sexuality among second-generation Chicanas and Mexicana immigrants.

Perspectives on Las Américas (2003, Blackwell) is becoming a landmark volume in the development of the field of Latin American and Latino Studies. The volume contributes to shaping these fields by fluidly delineating the parallel developments of Latin American Studies and Latino Studies across borders and by observing the tensions as these fields come together.

Several of Professor Zavella's essays that focus on labor, gender and transnationalism have become classic. They have provided timely and telling analyses of how shifting US- Mexican economic relations have transformed both sending and receiving communities, and especially in the resulting feminization of labor on both sides of the border.

Professor Zavella has received many distinctions, including the Presidential Professor appointment in sociology and anthropology at the University of Michigan, the Distinguished Visiting Scholar appointment at UCD, the Edith Kreeger Wolf Distinguished Visiting Professor appointment at Northwestern, and the Scholar of the Year Award from the National Association for Chicana and Chicano Studies. She was named one of the 100 most influential Hispanics in 2002 by *Hispanic Business Magazine*.

Her work is noted for its innovations in collaborative research and authorship. Her leadership in collaboration is reflected in her formative roles at the University of California, which include directing UCSC's Chicano/Latino Research Center (CLRC) and chairing the UC Committee on Latino Research (UCCLR), a multi-campus research unit that advises the Office of the President regarding research related to Latinas and Latinos in California. Professor Zavella has been a strong leader in national organizations, as Member of the Executive Committee of the American Anthropological Association, Chair of the Feminist Studies track for the Latin American Studies Association (LASA), and President of the Association of Latina and Latino Anthropologists.

Professor Zavella has made important contributions to the wellbeing of Californians. For example, in 2001, she helped to organize Binational Health Week, partnering between the state of California and the government of Mexico, to improve the health of Mexicans in California.

Professor Zavella is a public intellectual. A recent prominent reviewer of her work summed up her impact: "How can one person be simultaneously a scholar and an activist, and address multiple audiences without sacrificing the qualities that each values: accessibility, intellectual rigor, topicality and theoretical sophistication, empathy and objectivity, insight and empiricism? Patricia Zavella's work stands as a *testimonio* to the possibility, and the value, of such work."

A talented speaker for both academic and popular audiences, Professor Zavella's talk will be of interest to a wide and diverse audience. The CFRL is pleased to nominate this valuable teacher, researcher, writer, and public figure to present this important lecture.

II. Recommendations for Regents' Lecturers and Professors

This year for the first time, the Committee on Committees assigned CFRL to review the applications for the Regents Professors and Lecturers Program and make recommendations to VPDUE Bill Ladusaw. As a result of this process, three nominations were recommended for appointment (all accepted), and one was not recommended, but returned with questions for revision for possible resubmission in a subsequent year:

- 1) Nominated by the Computer Science Department, Dr. Donald Chamberlin, of the IBM

Almaden Research Center, was appointed (and accepted) the position of Regents' Professor. Dr. Chamberlain is a pre-eminent researcher in the area of database query languages and database systems.

2) Nominated by the Music department, Juan del Gastor was appointed (and accepted) the position of Regents' Lecturer. Sr. Gastor is a respected guitarist, singer, dancer, and interpreter of Gypsy flamenco music and culture.

3) Nominated by the Feminist Studies Department, Dr. Susan Stryker was appointed (and accepted) the position of Regents' Lecturer. Dr. Stryker is an internationally recognized scholar and independent film maker who focuses on transgender studies.

III. Bylaw Change

The CFRL proposes a change to its bylaws, to go before the Academic Senate meeting on May 30, 2008, to address the added function of reviewing nominations and recommending appointments of Regents' Lecturers and Professors:

13.19.1 There are five Santa Cruz Division members, at least two of whom shall be previous Faculty Research Lecturers. ~~[The Committee shall be fully constituted no later than December of the academic year in which it is to report.]~~ (Am 17 Nov 75; CC 31 Aug 98; EC 18 Oct 91, 31 Aug 04)

13.19.2 It is the duty of this Committee to nominate for election by the Santa Cruz Division a member of the Division who has made a distinguished record in research to deliver a lecture upon a topic of his or her selection. This nomination for the succeeding academic year shall be made not later than the final meeting of the Santa Cruz Division in the spring term. (EC 1 Aug 76, 4 Aug 87)

The Committee shall also make recommendations to the administration on the selection of candidates for the Regents' Lecturers and Professors Program.

Respectfully submitted;

COMMITTEE ON THE FACULTY RESEARCH LECTURE

Daniel Costa
Donna Haraway
Ethan Miller
Barbara Rogoff
Leta Miller, Chair

May 9, 2008

**COMMITTEE ON FACULTY RESEARCH LECTURE
Proposed Amendments to Santa Cruz Bylaw 13.19**

To the Academic Senate, Santa Cruz Division:

The Committee on Faculty Research Lecture (CFRL) proposes an addition to Bylaw 13.19.2.

Rationale

The parenthetical in Bylaw 13.19.1 is an anomaly compared to other committee Bylaws.

The Committee was asked last year to take on the responsibility of evaluating applications for the Regents’ Lecturers and Professors Program and did so. The work-load for this committee is quite light and therefore the added responsibility is not onerous. The Regents’ Program was established to bring distinguished individuals to the University. Since Regents’ Lecturers and Professors are appointed based on significant research contributions, it makes sense for the CFRL to assume this new responsibility.

Existing Bylaw	Proposed Bylaw
13.19.1 There are five Santa Cruz Division members, at least two of whom shall be previous Faculty Research Lecturers. [The Committee shall be fully constituted no later than December of the academic year in which it is to report.] (Am 17 Nov 75; CC 31 Aug 98; EC 18 Oct 91, 31 Aug 04)	13.19.1 There are five Santa Cruz Division members, at least two of whom shall be previous Faculty Research Lecturers. [The Committee shall be fully constituted no later than December of the academic year in which it is to report.] (Am 17 Nov 75; CC 31 Aug 98; EC 18 Oct 91, 31 Aug 04)
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Respectfully submitted;

COMMITTEE ON FACULTY RESEARCH LECTURE
Daniel Costa
Donna Haraway
Ethan Miller
Barbara Rogoff
Leta Miller, Chair

March 13, 2008

COMMITTEE ON COMMITTEES NOMINATIONS 2008-09

To: The Academic Senate, Santa Cruz Division

OFFICERS

Quentin	Williams	Chair	Earth and Planetary Sciences
Lori	Kletzer	Vice Chair	Economics
TBA		Secretary <i>Fall</i>	
Judith	Habicht-Mauche	Secretary <i>Wtr&Spr</i>	Anthropology
TBA		Assembly Rep	
Michael	Dine	Parliamentarian	Physics

ASSEMBLY REPRESENTATIVES

Lori	Kletzer	Vice Chair	Economics
TBA		Assembly Rep	

EXECUTIVE COMMITTEE (for information only)

Quentin	Williams	Chair	Earth and Planetary Sciences
Lori	Kletzer	Vice Chair	Economics
TBA		Secretary <i>Fall</i>	
Judith	Habicht-Mauche	Secretary <i>Wtr&Spr</i>	Anthropology
Maureen	Callanan	(CAP)	Psychology
Bettina	Aptheker	(CAAD)	Feminist Studies
Phokion	Kolaitis	(COR)	Computer Science
TBA		Assembly Rep	
Carolyn	Martin Shaw	(COC)	Anthropology
Susan	Gillman	(CPB)	Literature
Elizabeth	Abrams	(CFW)	Writing
Richard	Hughey	(CAFA)	Computer Engineering
Catherine	Soussloff	(P&T)	History of Art and Visual Culture
TBA		(GC)	
Jaye	Padgett	(CEP)	Linguistics

ACADEMIC FREEDOM

Karen	Bassi	Chair & UCAF	Literature
Raja	Guha Thakurta		Astronomy and Astrophysics
Nicole	Paiement		Music
Mary Beth	Pudup		Community Studies
David	Draper		Applied Math and Statistics

ACADEMIC PERSONNEL

Maureen	Callanan	Chair & UCAP	Psychology
Glenn	Millhauser		Chemistry and Biochemistry
Carolyn	Dean		History of Art and Visual Culture
Peter	Kenez		History
Dana	Takagi		Sociology
Margaret	Fitzsimmons		Environmental Studies
Thorne	Lay		Earth and Planetary Sciences
Paul	Roth		Philosophy
Manfred	Warmuth		Computer Science

ADMISSIONS & FINANCIAL AID

Richard	Hughey	Chair	Computer Engineering
Juan	Poblete	BOARS Rep	Literature
Bruce	Cooperstein		Mathematics
Faye	Crosby		Psychology
Scott	Oliver		Chemistry and Biochemistry
Gabe	Elkaim		Computer Engineering
Robert	Coe	<i>(Wtr & Spr)</i>	Earth and Planetary Sciences
Donald	Wittman		Economics

AFFIRMATIVE ACTION & DIVERSITY

Bettina	Aptheker	Chair & UCAAD	Feminist Studies
Rebecca	Bernstein		Astronomy and Astrophysics
John	Brown Childs		Sociology
Sri	Kurniawan		Computer Engineering
Renya	Ramirez		American Studies
Karen	Yamashita		Literature

CAREER ADVISING

Will remain unfilled for 2008-09

COMMITTEE ON COMMITTEES - FOR INFORMATION ONLY (BY ELECTION)

Carolyn	Martin Shaw	Chair & UCOC	Anthropology
Joe	Konopelski		Chemistry and Biochemistry
Junko	Ito		Linguistics
Andrew	Szasz		Sociology
Marc	Mangel		Applied Math and Statistics

COMPUTING AND TELECOMMUNICATIONS

Joel	Primack	Chair & UCITTP	Physics
David	Cuthbert		Theater Arts
Matt	O'Hara		History
Andrew	Moore		Ocean Sciences
Charlie	McDowell		Computer Engineering
Dominic	Massaro		Psychology
Victoria	Gonzalez-Pagani		Languages
Hiroshi	Fukurai		Sociology

EDUCATIONAL POLICY

Jaye	Padgett	Chair & UCEP	Linguistics
Donald	Potts		Ecology and Evolutionary Biology
David	Helmbold		Computer Science
Loisa	Nygaard		Literature
Kip	Tellez		Education
Linda	Burman-Hall		Music

ACADEMIC ASSESSMENT GRIEVANCE HEARING CTE

Campbell	Leaper	Chair	Psychology
Jorge	Hankamer		Linguistics
Pradip	Mascharak		Chemistry and Biochemistry

EMERITI RELATIONS

Isebill	Gruhn	Chair	Politics
Anatole	Leikin		Music
Joyce	Brodsky		Art

FACULTY RESEARCH LECTURE

Donna	Haraway	Chair	History of Consciousness
Daniel	Costa		Ecology and Evolutionary Biology
Barbara	Rogoff		Psychology
John	Musacchio		Engineering/TIM
Kimberly	Jannarone		Theater Arts

FACULTY WELFARE

Elizabeth	Abrams	Chair & UCFW	Writing
Elizabeth	Stephens		Art
Roger	Anderson		Chemistry and Biochemistry
Joel	Kubby	<i>(Fall & Wtr)</i>	Electrical Engineering
Marilyn	Westerkamp	<i>(Spr)</i>	History
Suresh	Lodha		Computer Science
Maria Elena	Diaz		History
Jennifer	Reardon		Sociology
Eli	Silver	<i>(Wtr & Spr)</i>	Earth and Planetary Sciences

GRADUATE COUNCIL

TBA		Chair & CCGA	
Gopal	Balakrishnan		History of Consciousness
Weixin	Cheng		Environmental Studies
Sue	Carter		Physics
Wally	Goldfrank	<i>(Fall & Spr)</i>	Sociology
Patricia	Gallagher		Theater Arts
Sandra	Faber		Astronomy and Astrophysics
Scott	Brandt		Computer Science
David	Brundage		Community Studies
Susan	Schwartz		Earth and Planetary Sciences

INTERNATIONAL EDUCATION

Marc	Cioc	Chair & UCIE	History
Debra	Lewis		Mathematics
Michael	Hutchison		Economics
Armin	Mester		Linguistics

LIBRARY

Elise	Knittle	Chair & UCOL	Earth and Planetary Sciences
Jim	Clifford		History of Consciousness
Bernie	Elbaum		Economics
Graeme	Smith		Astronomy and Astrophysics
Brian	Catlos	<i>(Fall & Wtr)</i>	History

PLANNING & BUDGET

Susan	Gillman	Chair & UCPB	Literature
David	Marriott		History of Consciousness
Amy	Beal		Music
TBA			
Gildas	Hamel		History
Lori	Kletzer	<i>ex-officio</i>	Economics
Cindy	Pease-Alvarez		Education
Herbie	Lee		Applied Math and Statistics
Grant	Pogson		Ecology and Evolutionary Biology
Quentin	Williams	<i>ex-officio</i>	Earth and Planetary Sciences

PREPARATORY EDUCATION

Judith	Scott	Chair & UCOPE	Education
Nate	Mackey	<i>(Fall & Wtr)</i>	Literature
Anna	Tsing	<i>(Spr)</i>	Anthropology
Anthony	Tromba		Mathematics

PRIVILEGE AND TENURE

Catherine	Soussloff	Chair & UCPT	History of Art and Visual Culture
Dick	Terdiman		Literature
E.G.	Crichton		Theater Arts
Dave	Belanger		Physics
Kimberly	Lau		American Studies
Jim	Whitehead		Computer Science
David	Feldheim		MCD Biology

RESEARCH

Phokion	Kolaitis	Chair & UCORP	Computer Science
Shaowei	Chen		Chemistry and Biochemistry
Holger	Schmidt		Electrical Engineering
Donka	Farkas		Linguistics
Carla	Freccero		Literature
Donna	Hunter	<i>(Fall)</i>	History of Art and Visual Culture
Lewis	Watts	<i>(Wtr & Spr)</i>	Art
Judit	Moschkovich		Education
Sriram	Shastry		Physics
Meg	Wilson		Psychology

RULES, JURISDICTION & ELECTIONS

Onuttom	Narayan	Chair	Physics
Carol	Freeman		Writing
Jean	Fox Tree		Psychology
K.C.	Fung		Economics
David	Koo		Astronomy and Astrophysics

TEACHING

Elisabeth	Cameron	Chair	History of Art and Visual Culture
Doris	Ash		Education
Hongyun	Wang		Applied Math and Statistics
Clare	Max		Astronomy and Astrophysics
Daniel	Selden		Literature

Respectfully Submitted:**COMMITTEE ON COMMITTEES**

Kathy	Foley
Junko	Ito
Carolyn	Martin Shaw
Andrew	Szasz
Joseph	Konopekski, Chair

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

May 16, 2008

COMMITTEE ON COMMITTEES**DEAN MCHENRY AWARD
FOR DISTINGUISHED LEADERSHIP IN THE ACADEMIC SENATE**

To the Academic Senate, Santa Cruz Division:

After wide consultation, the Committee on Committees has selected Roger Anderson, Professor of Chemistry and Biochemistry, as the nominee for the Dean McHenry Award for Distinguished Leadership in the Academic Senate and for the UC Oliver Johnson Award nomination. The Dean McHenry Award is awarded every two years in conjunction with UCSC's nomination of a Senate member for the systemwide Oliver Johnson Award.

Professor Roger Anderson arrived at UC Santa Cruz in the summer of 1969 a freshly-minted Harvard Ph.D. in Physical Chemistry. In the almost four decades since that Woodstock summer Professor Anderson has demonstrated (yet again) the vision of the early campus leaders, who identified and promoted individuals holding the ideals of integrity, service to their various communities and scholarship of the highest caliber as dear as they did. It is for these reasons that we are pleased to nominate Professor Roger Anderson for the Dean McHenry Award for Distinguished Leadership in the Academic Senate.

Some of Professor Anderson's earliest Senate service was on the Committee on Admissions and Financial Aid, a post he held from 1977-1979, assuming the Chairmanship of CAFA for the 1979-1980 academic year. However, beginning in 1987, Professor Anderson began what must be one of the most sustained and high-impact careers of service to the Senate ever recorded, covering 15+ years of continuous high-profile Senate involvement. After one year (1987-1988) on the Narrative Evaluation Committee (an offshoot of the campus Committee on Educational Policy), Professor Anderson agreed to take on the significant time commitment involved with service on the Committee on Planning and Budget (CPB), a position he held for an unprecedented length of time (1988 through 1996), a high testament from his colleagues of the exemplary work he brings to each assignment he undertakes. First as a regular member and Chair of the CPB Space Subcommittee (1988-1991), then as Chair of CPB (1994-1995) and finally as Chair of UCPB (1995-96), Professor Anderson's impact on policy at this campus and around the system has been profound and long-lasting.

In 1997-98, and again in 1998-99, Professor Anderson was Vice Chair of the Santa Cruz division, a position which once again put him on the Divisional Senate Advisory Committee and made him a participant in determining overall Senate policy. He was also the campus' representative to the Academic Assembly.

During the 1999-2001 academic years, Professor Anderson served as Chair of the Santa Cruz Division. Obviously, this required a major commitment of time, energy, and patience. In the words of a UCSC colleague at the time, "Somehow, to his credit, Professor Anderson managed to maintain his equanimity during the several tumultuous events during his term. He had to deal with special meetings, emergency meetings, and

continuation meetings of the division, ... two rather legally contentious mail ballots and one division meeting that had to be cancelled because students chained closed the room in which the meeting was to be held. Incidentally, Professor Anderson handled that student action with cool wisdom, not allowing it to escalate.” These comments go on to point out the large number of additional time-consuming and challenging assignments that accompany the work of the Senate Chair, stating, “I can attest to the fact that unlike several of his predecessors, Professor Anderson took these duties very seriously and performed them extremely well. ... Professor Anderson maintained very close relations with the Alumni Council even during the divisive period when the Senate decided to adopt letter grades as the undergraduate default, which was an unpopular decision among the alumni.”

As part of his duties as Chair of the Senate, he served on the University-wide Academic Council, where he employed his long experience and expertise with undergraduate admissions policy. His engagement on the issues of the day is aptly expressed by the following quotes from an on-the-scene observer at the time. It says in part, ... “Professor Anderson was an impressively active and thoughtful contributor to the work of the Council. ... I admired his ability to examine issues in terms of their impact on the University of California as a whole. His stances were consistently principled.”

During this period, Professor Anderson also served *ex officio* on the Senate Advisory Committee and the Committee on Planning and Budget. He continued to serve as Chair of the University Center Committee, and his years of work paid off, since the University Center opened in 2003. About this work, one colleague wrote at the time, “After more than 20 years of talks and plans and ideas, it was during Professor Anderson’s leadership of this committee that the decision was finally made to site and build this center. There is little doubt that Professor Anderson played a key leadership role in bringing this about and that this was a major service to the campus.”

From 2001-04, Professor Anderson was a member of the UCSC Faculty Welfare Committee, and on the University-wide Faculty Welfare Committee. He Chaired the local CFW during the Fall quarter, 2004. In the words of another CFW member during those years: “... Professor Anderson was consistently well informed and able to adopt the sort of broad perspective that service on such a committee requires. He was one of two members... on whom I could rely implicitly, and the one to whom I was most likely to turn when I needed advice. ... He proved that he was fully conversant with the issues and able to make important contributions to the committee’s business... his knowledge of the UC administrative structure, and his familiarity with the full range of University policies proved invaluable. ... For the exemplary quality of the service he has rendered, UCSC – and indeed, the UC system at large – owes Professor Anderson a considerable debt of gratitude.”

Professor Anderson’s most recent Senate service (Fall 2007, ongoing) is on the Committee on Emeriti Relations.

Professor Roger Anderson is one of jewels of the Santa Cruz campus, and remarkable contributor to the success of the Academic Senate. It would be conventional to say we are proud, but in fact we are humbled, to present him to you for Dean McHenry Award for

Distinguished Leadership in the Academic Senate and as UCSC's nominee for the Oliver Johnson Award.

Respectfully Submitted;

COMMITTEES ON COMMITTEES

Kathy Foley
Junko Ito
Carolyn Martin Shaw
Andrew Szasz
Joseph P. Konopelski, Chair

COMMITTEE ON EDUCATIONAL POLICY
Amendment to Regulation 10.4 on Majors and Minors

To the Academic Senate, Santa Cruz Division:

CEP is proposing amendments to regulation SCR 10.4 regarding majors and minors. The proposed changes would do the following:

- Require that a major program include a minimum of 40 upper-division credits (typically 8 courses) of course work. Current regulation sets a minimum of 25 upper-division credits for minors but is silent about majors.
- Allow upper-division courses to simultaneously satisfy requirements of distinct majors and/or minors, *subject to the condition that every major or minor program of study include, uniquely to that program of study, the minimum required credits for a major or minor (respectively)*. In other words, there must be a unique 40 credits per major and a unique 25 credits per minor.

Current regulation allows any amount of overlap or double-counting of courses at the lower-division level (i.e., lower-division courses may simultaneously satisfy requirements of distinct majors and/or minors), but prohibits overlap of upper-division courses. Some majors and/or minors (henceforth, “programs of study”) have been granted a systematic exception to this regulation by CEP (as allowed by SCR 10.4).

Many students, including high-achieving students, wish to pursue double majors or minors in addition to their majors, seeking both the challenge and the formal recognition for doing so. In allowing no overlap of courses at the upper-division level, UC Santa Cruz makes it more difficult to do this than any other UC campus does. (Every other campus allows some amount of overlap.) The problem is most acute for students in programs of study requiring many courses.

The argument against allowing double-counting rests on the idea that “a double major or a major and a minor does in fact reflect a significant extra commitment to a concentrated and coherent body of work”; that double majoring be seen as “something exceptional that represent[s] a commitment to a particular body of work, rather than something that could be easily achieved by adding a few courses” (quotes from minutes of the 16 May 2003 Senate meeting, at which this topic was discussed). A countervailing point of view is that “the act of majoring seems more about the acquisition and development of knowledge than simply the accumulation of credits” (from the same meeting). The latter view of major/minor designations, as affirmations of a body of knowledge and ways of thinking that has been acquired, is consistent with overlap of programs of study.

We agree that a second major/minor designation should reflect “a significant extra commitment to a concentrated and coherent body of work.” Worst case scenarios, in which a student fulfills a second major by taking perhaps one or two upper-division courses beyond what is required for her first, would cheapen the meaning of a distinct program of study.

The proposed minimum of 40 upper-division credits for majors comes close to codifying current practice. The requirements of a few major programs on campus would have to be revised to come into compliance with this minimum, or those programs would have to present CEP with a well-reasoned argument for an exception

Current wording

Proposed wording

<p>10.4.1 Students must formally declare their major field at the time of registration for the junior year (or, if admitted to the University of California with upper division standing, during the second term of residency), if they have not done so earlier.</p> <p>10.4.2 Upper division students once formally enrolled in a major may change their major field at any time, provided that they have the consent of the new department.</p> <p>10.4.3 Double major. A student becomes eligible for a double major by fulfilling the requirements of both declared majors. No course can be used to satisfy upper-division requirements for two majors unless the Committee on Educational Policy has granted an exception. In cases of overlapping upper-division requirements, an appropriate upper-division course can be used as a substitute.</p>	<p>10.4.1 Students must formally declare their major field at the time of registration for the junior year (or, if admitted to the University of California with upper division standing, during the second term of residency) <u>before enrolling for their third year (or equivalent).</u> <u>Students admitted to the University of California with upper-division standing must formally declare their major field during their second term of residency,</u> if they have not done so earlier.</p> <p>10.4.2 Unchanged.</p> <p>[10.4.3 Double major. Renumbered to 10.4.7—see below]</p> <p><u>10.4.3 Major.</u> <u>A student becomes eligible for a major by fulfilling the requirements for the major established by the sponsoring agency. The major will involve substantial work in the discipline, and require no fewer than 40 upper-division or graduate credits, unless an exception is granted by the Committee on Educational Policy.</u></p>
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<p>10.4.4 Minor. A student may minor in a discipline by fulfilling the course requirements for the minor established by the sponsoring agency. The minor will involve substantial work in the discipline, and require no fewer than 25 upper-division or graduate credits, unless an exception is granted by the Committee on Educational Policy. A minor may be offered in a subject not offered as a major. The completion of more than one minor is permissible. No course can be used to satisfy an upper-division requirement for both a major and a minor unless the Committee on Educational Policy has granted an exception. In cases of overlapping upper-division requirements, an appropriate upper-division course can be used as a substitute.</p> <p>10.4.5 Individual major. Students may undertake an individual major by presenting a proposal⁴ and a petition for declaration of individual major to the appropriate agency of their college. The proposal must be supported and the petition signed by the student's adviser and all members of a three-person faculty committee that will supervise the individual major. The committee must have at least one member with special competence relevant to the major who will serve as chair of the committee. All of the committee members must be continuing⁵ faculty members in fields related to the proposed major. This committee shall supervise the major program and administer the appropriate comprehensive examination or senior thesis. An individual major may not serve as part of a combined major. The name and content of the individual major must be distinct from those of any approved major program or of any possible double or combined major made up of approved major programs. The Registrar shall periodically report to the Committee on Educational Policy on the nature of the individual majors program.</p> <p>10.4.6 Combined major. Students may undertake a combined major by</p>	<p>10.4.4 Minor. A student may becomes eligible for a minor in a discipline by fulfilling the course requirements for the minor established by the sponsoring agency. The minor will involve substantial work in the discipline, and require no fewer than 25 upper-division or graduate credits, unless an exception is granted by the Committee on Educational Policy. A minor may be offered in a subject not offered as a major. The completion of more than one minor is permissible. No course can be used to satisfy an upper division requirement for both a major and a minor unless the Committee on Educational Policy has granted an exception. In cases of overlapping upper division requirements, an appropriate upper division course can be used as a substitute.</p> <p>10.4.5 Individual major. Unchanged.</p> <p>10.4.6 Combined major. Unchanged.</p>
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fulfilling the course requirements for the combined major established by any two existing majors. A combined major option must be established by the sponsoring agencies and approved by the Committee on Educational Policy before it can be chosen by the student. The combinations of programs, requirements for the major, etc., are agreed upon by both sponsoring agencies and must be approved by the Committee on Educational Policy before that particular combination major exists as an option for students. Both agencies must agree on how honors are to be awarded to students. Student diplomas will be annotated so as to make clear the difference between combined majors and double majors. A combined major will be indicated by the form "with a single combined major in A. and B." A double major will be indicated by the form "with a major in A. and a major in B."

[From above: 10.4.3 Double major.

A student becomes eligible for a double major by fulfilling the requirements of both declared majors. No course can be used to satisfy upper-division requirements for two majors unless the Committee on Educational Policy has granted an exception. In cases of overlapping upper-division requirements, an appropriate upper-division course can be used as a substitute.]

10.4.3.7 ~~Double~~ Additional majors or minors.

A student becomes eligible for a ~~double~~ **additional majors or minors** by fulfilling the requirements of ~~both the~~ declared majors **and minors**. ~~No course can be~~ **Courses** used to satisfy ~~upper-division~~ **the** requirements for ~~two~~ **each** majors ~~unless the Committee on Educational Policy has granted an exception~~ **must include a minimum of 40 upper-division credits (as per 10.4.3) not used to satisfy the requirements of any other major or minor. Courses used to satisfy the requirements for each minor must include a minimum of 25 upper-division credits (as per 10.4.4) not used to satisfy the requirements of any other major or minor. Courses taken beyond these minimums to satisfy upper-division requirements for a major or minor may be applied toward another major or minor. In cases of overlapping upper-division requirements, an appropriate upper-division course can be used as a substitute. Departments may approve substitution of appropriate upper-division courses to satisfy the requirements of this section.**

<p>10.4.7 Passing Work in Major. Students must complete all requirements for the major with grade P, C (2.0) or better.</p>	<p><u>Lower-division courses may always simultaneously satisfy the requirements of different majors and/or minors.</u></p> <p>10.4.7-8 8 Passing work in Major <u>or Minor</u>. Students must complete all requirements for the major <u>or minor</u> with grade P, C (2.0) or better.</p>
--	---

Respectfully submitted;

COMMITTEE ON EDUCATIONAL POLICY

Russ Flegal
David Helmbold
Pamela Hunt-Carter, *ex officio*
Loisa Nygaard
Kip Tellez
Jack Vevea
Jaye Padgett, Chair

Joel Ferguson, Provost Representative
Larissa Adams, Student Representative (SUA)
Jamal Atiba, Student Representative (SUA)

May 8, 2008

COMMITTEE ON EDUCATIONAL POLICY
General Education Reform at UCSC - Pre-proposal for Campus Discussion

To the Academic Senate, Santa Cruz Division:

Summary of Proposals

Writing

There is strong faculty consensus that we must improve our students' ability to write, and that this can only happen if writing is emphasized throughout the undergraduate career. Proposals 1-3 address this need.

1. Frosh writing. Currently, college core courses (capped at 22-25 students each, funded for all frosh) do double-duty as beginning frosh writing courses and as a forum for delivering a college's thematic/academic curriculum. We propose to the colleges that they make training in college-level writing the *primary* mission of the core courses. Core courses would continue to be followed by Writing 2, as they are now, so that the current C1-C2 requirement would remain in place. More substantively, we propose to make it significantly easier for core courses to focus on writing by means of proposal 8 below.

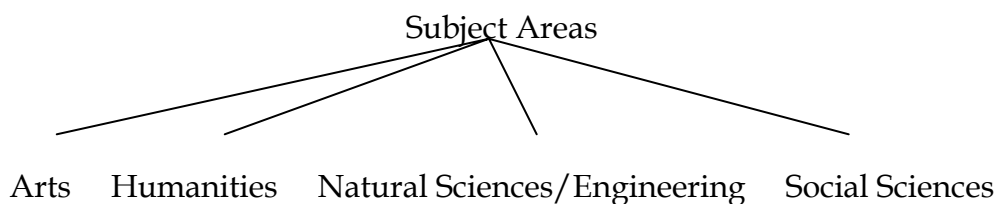
2. Disciplinary communication. We propose that every major-sponsoring unit explicitly articulate its discipline-specific expectations in writing and other forms of communication, and ensure that these goals are met by the requirements of the major. CEP would set minimum standards concerning the amount of writing and instruction in writing; but this requirement would differ from those of the current W in giving departments more say as to how communication objectives are met.

3. Writing support. We cannot do (2) without significant support for writing in the disciplines. We propose that the campus a) re-establish a peer tutoring program in writing; b) re-establish funding to support a full-time coordinator of writing in the disciplines; c) provide concomitant staff support; and d) devote resources where appropriate to make meeting disciplinary communication objectives feasible in every discipline.

Breadth, Ways of Learning, and the Matrix

A central goal of general education is to promote lifelong learning by ensuring exposure to a range of disciplines and subject areas. Other general education requirements might be grouped broadly under the heading "Ways of Learning". The educational objectives of the latter requirements are to various extents independent of subject area. While writing might well be considered part of this group, we treated it separately above.

4. Breadth categories. We propose a distributional Breadth requirement employing the four subject areas named below. Students would take *one* course from the Arts subject area and *two* courses from each of the other subject areas. (Currently, students must take two Introductory (I) courses and one Topical (T) course from each of three subject areas, for a total of nine courses.) Students would *not* be formally required to take general education courses within a subject area if their major is within that area. Students would therefore normally take five-six breadth courses (outside of their major). There would no longer be a formal distinction between I and T courses (but see 7 below).



5. Ways of learning categories. The campus requires more discussion of Ways of Learning categories. Under the current proposal, these requirements would not entail more courses but would be met *within the breadth component itself* (see 6 below). Given the feedback we've received from faculty so far, we find broad support for two or three categories:

- Quantitative and/or formal reasoning (similar to current Q).
- Cross-cultural understanding (similar to current E).
- Race, ethnicity, and gender (similar to current E).

We suggest these others for further discussion:

- Critical thinking.
- Creative endeavor.
- Statistical reasoning/data interpretation (as a specific requirement separate from Q).
- Science, technology, and society.
- Environmental understanding.

6. The Matrix. To give more depth, rigor, and purpose to breadth courses, and to general education overall, we propose that every course satisfying a breadth requirement simultaneously satisfy one of the Ways of Learning requirements, according to a scheme we might call the Matrix:

<i>The Matrix</i>		<i>Ways of Learning</i>					# Required
		Quantitative	Cross-cultural	
<i>Breadth</i>	Arts						1
	Humanities						2
	Natural Sciences/Engineering						2
	Social Sciences						2

Each cell in this scheme would correspond to a possible general education course (though some combinations may be more likely than others). According to the proposal, every breadth course *would have to* occupy some cell in this sense.

Interdisciplinary topical clusters

7. Interdisciplinary topical clusters. In order to revive the original but now weakened intent of the Topical (T) requirement; to bring more vision and focus to a portion of general education; and to create social and intellectual communities, which are good for retention and a sense of institutional identity, we propose that a portion of the general education requirements could be met through *interdisciplinary topical clusters*. An interdisciplinary cluster would be a sequence of two (or more) courses focused on a topic of significance to society. Each course would belong to a different subject area (in the sense of 4 above), and each would satisfy a portion of the GE requirements. The focus would be not on any discipline but on a set of *problems* or *issues*. A cluster would therefore be inherently multidisciplinary, allowing students to see how one issue or problem can be analyzed according to several methodologies and perspectives. Creating good clusters would require significant collaboration across departments and divisions, a good thing in itself.

8. College affiliation. As a separate matter, we propose that any interdisciplinary topical cluster could target students of a *specific college*. For example, there might be a cluster on the topic of *sustainability* for students of College 8. Making clusters college-specific would strengthen the academic identity of the colleges and simultaneously deepen affiliations between regular faculty and students of a particular college. Indeed, we invite departments and college provosts to *collaborate* in creating topical clusters. For colleges, clusters would become new territory where the colleges' thematic/academic curriculum could be significantly strengthened and expanded. Finally, we may wish to *link* the first course in the cluster with the college's core course, integrating training in writing with the academic experience of the cluster course.

Educational reflection

Perhaps the most important outcome of general education reform would be not in the decisions we make about specific subject areas, ways of learning, etc., but in the culture and the mechanisms we put into place that contribute to continuous reflection about how well it works. Proposals 9-11 address this meta-issue.

9. Educational objectives. A strong general education program requires educational objectives that are significantly detailed, rigorous, and public. Educational objectives with these properties would be the metric by which faculty proposing or taking over general education courses would understand what doing so entails. They would similarly be the means by which those approving or reviewing courses could make consistent and defensible decisions. We further propose that departments be periodically asked to reflect on whether their general education courses are meeting these educational objectives. Reflection on this point should be integrated into the regular departmental review process.

10. Committee on Course Approval. We propose to follow several of our sister campuses in establishing a Senate Committee on Course Approval distinct from the Committee on Educational Policy. The committee would assume CEP's duties of approving and reviewing courses, and a central aspect of this job would be overseeing general education. Given the significant workload increases implied by these tasks, we believe that only a new committee dedicated to them would be likely to succeed in realizing the goals of proposal 9.

11. Administrative Authority. Though a University collectively affirms value in general education, it is a fact of life that departments are often more invested in their major and minor curricula. Divisions, in turn, are naturally most responsive to the perceived needs of their departments. A consequence of these facts is that the needs of general education sometimes take a back seat to those of other programs. One means of addressing this potential problem is to place resources for general education in the hands of a central administrative authority. For example, resources for college core courses--one component of UCSC's general education program--are administered by the Vice Provost and Dean of Undergraduate Education. We propose, as part of the reform process, that the campus have a conversation about the best means of providing administrative and budgetary oversight of all aspects of general education.

Snapshot of current requirements

(See p. 10 et seq. for further discussion)

Academic Emphasis		Category	Code	Distinct Courses	Possibly Overlapping
Breadth	Humanities & Arts	Intro Discip	IH	2	
		Topical	T	1	
	Social Sciences	Intro Discip	IS	2	
		Topical	T	1	
	Natural Sciences & Engineering	Intro Discip	IN	2	
		Topical	T	1	
Other	Ethnic	E		1	
	Art	A		1	
Ways of Learning	Writing	Composition	C1&C2	1	1
		Writing-Int	W		1
	Math	Quantitative	Q		1
Total (=10-15)				10	5

Snapshot of proposed requirements

1. Writing:
 - a. C1 & C2 as currently required
 Writing is the *primary* focus of C1
 - b. *Disciplinary Communication*: majors articulate and meet discipline-specific objectives for communication, subject to general criteria set by CEP.

2. Breadth and Ways of Learning

<i>The Matrix</i>		<i>Ways of Learning</i>					# Required
		Quantitative	Cross-cultural	
<i>Breadth</i>	Arts						1
	Humanities						2
	Natural Sciences/Engineering						2
	Social Sciences						2

3. Interdisciplinary topical clusters:

Multidisciplinary sequence of general education courses focused on a particular problem or topic. A cluster is possibly associated with a specific college. Clusters contribute to satisfying requirements from (2) above.

Note: background materials to this report, including CEP's report and Resolution on writing from academic year 2006-07, can be found on our General Education web site, <http://Senate.ucsc.edu/cep/GenEdReformIndex.html>.

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General Education Reform at UCSC

1. Introduction

What is general education for? The most obvious answer is “breadth” or “well roundedness”. Through the GE curriculum, students are exposed to diverse fields and ways of thinking. This is meant to broaden their minds, and more practically, it can help students explore possible majors. Besides breadth in subject areas, GE can play an important role in imparting skills and habits of thinking; our writing and quantitative requirements are the most salient examples of this. Aspects of a general education curriculum should also contribute to retention, and a sense of institutional (or college) identity. Overall, we hope that general education contributes to making our graduates wiser and better equipped to function in an increasingly globalized, fast-changing world. Seen from this perspective, general education is also about preparing students for lifelong learning.

For more than a year the Committee on Educational Policy (CEP) has been studying UCSC’s general education curriculum and considering ways it might be reformed. When we talk about this to faculty, students, administrators, and staff, we see a range of reactions. Some are enthusiastic or supportive; others are wary or disengaged. At least from a distance, general education requirements seem to have all the glamour of tax code. General education (GE) courses can be seen by students as courses to “get out of the way”; some faculty may feel the same way about teaching them. A few faculty have suggested we eliminate general education requirements altogether, noting that European universities do without them. We don’t think this is the way to go, and we hope that this proposal points up some of the positive potential of general education.

It is well known that discussions of general education requirements can sometimes be perverted into arguments about the distribution of resources. In approaching general education reform we have tried to avoid being naive about resource realities, divisional concerns, and the like; but we have always placed educational questions first. Apart from the governing educational questions, we have been guided by a few general principles that might be worth stating:

- Our General Education requirements should be easy for students and their advisors to understand.
- The requirements should have a clear vision and rationale.
- They should burden students and constrain their choices as little as possible while meeting UCSC’s educational goals.
- They should benefit from what we have learned about best practices in general education since our last major reform.

While working on these issues we have drawn on many sources of information. We have read some of the relevant literature on best practices in general education.¹ We have learned about the GE programs at our sister UC campuses, and we have also studied well-known examples of GE reform at other universities. CEP members have attended national conferences on general education. CEP members have visited every department on campus to learn what faculty think the goals of a GE curriculum should be, and to air preliminary ideas. We have met with the Council of Provosts, the Council of Preceptors, and with the Writing Program leadership to discuss aspects of our proposal. We are currently meeting with student government representatives of every college, and we have devised a questionnaire on general education that students can answer when they vote online in campus elections this quarter. We have consulted with the Campus Provost/Executive Vice Chancellor (CP/EVC), the Senate Executive Committee, and the Committee on Planning and Budget (CPB). Finally, the helpfully varied make-up of CEP itself should be mentioned. The weekly attendees of CEP meetings include not only Senate faculty members, the Registrar, two undergraduate student representatives, and the CEP analyst, but also representatives of the Council of Provosts and Council of Preceptors, a non-Senate faculty representative, and (attending as guests) the Acting Director of Admissions, an Associate Registrar, the campus Articulation Officer, and the campus Vice Provost and Dean of Undergraduate Education (VPDUE). CEP has especially benefited from input of the campus VPDUE on matters of general education.

This draft proposal attempts to benefit from all that we have learned, though it probably succeeds only partially. In offering this draft, our goal is to trigger a second, more concrete, round of discussions of general education at UCSC, including discussions at the spring 2008 Senate meeting and at meetings between CEP members and each division in the form of a Council of Chairs meeting. We invite anyone who is interested in these issues to discuss this proposal with us. Based on further feedback received between now and mid-fall, in collaboration with the Committee on Planning and Budget, we will present the campus with a revised proposal at the fall 2008 Senate meeting. The revised proposal will come with proposed legislation on general education. Our general education system can be significantly reformed only if faculty vote in favor of new legislation.

2. Background

Below is a schematic representation of our current GE requirements. These requirements can be divided into several categories, including those that provide subject area “breadth” and those related to certain skills, habits of thinking, and so on, called “ways of learning” here.

¹ See suggested readings on p. 28.

Academic Emphasis		Category	Code	Distinct Courses	Possibly Overlapping
Breadth	Humanities & Arts	Intro Discip	IH	2	
		Topical	T	1	
	Social Sciences	Intro Discip	IS	2	
		Topical	T	1	
	Natural Sciences & Engineering	Intro Discip	IN	2	
		Topical	T	1	
Other	Ethnic	E		1	
	Art	A		1	
Ways of Learning	Writing	Composition	C1&C2	1	1
		Writing-Int	W		1
	Math	Quantitative	Q		1
Total (=10-15)				10	5

Figure 1: General education program at UC Santa Cruz

In its approach to breadth, our GE system is *distributional*, as are GE systems at most other universities. This means we divide the world of knowledge up into a few categories--here there are three: Humanities and Arts, Social Sciences, and Natural Sciences and Engineering--and require students to choose from a large number of course offerings within each subject area. Such a system might be contrasted with one having a set of *core* requirements, courses that *all* students must take. The advantage of a core curriculum is that students share a common academic experience, and one that might express a vision or provide a strong feeling of institutional identity. UCSC does in fact provide a limited core experience, through our college core courses. These are an important element of our campus's general education curriculum. The core courses as such are not included in Figure 1 because they are within the purview of colleges. However, the C1 or C2 writing requirements are commonly met within the college core courses, and our proposal necessarily touches on them, a point to which we return later.

The advantage of a distributional approach to GE is that it offers students great freedom of choice. And choice is good--students are more invested in learning, and able to explore possible majors, when they can choose their own courses. On the downside, though, because the curriculum is assembled from many unrelated courses, it all too

easily lacks any vision or coherence, and might contribute little to a sense of academic or institutional identity. Our proposal will preserve in pared-down form the basic distributional idea, but will balance this against a proposed new form of coherent experience provided by interdisciplinary clusters. It will also try to strengthen the purpose of a distributional system by articulating richer educational objectives for breadth courses.

Under the current GE system, within each of the three subject areas students must take three courses, two Introductory (I) and one Topical (T). Here is what the UCSC catalogue says about these two kinds of course:

T: *These courses expose students to introductory-level themes of broad social or intellectual relevance*

I: *These courses introduce a discipline's content, scope, and methodology*

Under "further breadth" are listed two additional GE requirements, one in Arts (A) and one in U.S. Ethnic minorities/non-Western society (E).

A: *These courses provide the exposure to creative or artistic expression necessary for a liberal arts education*

E: *These courses are intended to increase knowledge of ethnic minorities in the United States and non-Western cultures, improve cross-cultural awareness, and explore relationships between ethnicity and other aspects of a liberal arts curriculum*

The Composition (C1, C2) requirements are UCSC's version of a freshman writing requirement. The requirements are generally met through the college core course and Writing 2, but the details depend on the level of writing competency of the student in question.

Finally, the catalogue descriptions of the Writing-Intensive (W) and Quantitative (Q) requirements are given here:

W: *Provides instruction and extensive practice in writing applied to a particular subject*

Q: *These courses provide methods for acquiring quantitative reasoning that involve use of advanced algebra, statistics, or calculus*

As Figure 1 indicates, courses can bear more than one GE designation. Specifically, the present system allows a course to bear any of A, E, Q, W, or C1 and simultaneously bear any I or T designation. No course can be both Topical and Introductory, nor can a

course bear more than one of the I or T designations. Nothing prohibits overlap within the group A, E, Q, W, C1/C2, but examples of this seem to be rare or nonexistent.

Given possible overlap, the number of courses an entering frosh must take to satisfy all GE requirements ranges between 10 and 15, equivalent to a range of 50-75 credits. (However, a small portion of these may also satisfy major requirements.) This is at a minimum a full academic year's worth of full-time course work.

3. Why reassess?

The various specific reasons for reassessing--and reforming--our GE program are implicit in the following sections. Here we take up the question in a more general way.

Before rushing to talk about reform, we should ask, How do we like our current general education program? What are its goals? Do we think it's accomplishing them? We might similarly ask how clear the goals of our general education program are to our *students*. It is important to ask and answer these questions periodically--even if we decide that our GE program is excellent as it is. And the stakes are high enough for our students, because they may spend roughly a full academic year satisfying GE requirements. Are they getting something good out of it?

The truth is that many faculty do not know in detail what their own university's general education requirements are, let alone whether they are good. There are probably several reasons for this, but one is obvious: the GE curriculum lies outside any discipline. Departments design and mount their own undergraduate major and minor curricula. Because of the disciplinary orientation of faculty, majors tend to be looked after continuously and rather well. In contrast, the general education curriculum belongs to *all* faculty. And like a collectively owned factory, it is in danger of being neglected.

Our general education program has been modified in small ways, but it has not changed fundamentally in 25 years. (This is not for a lack of trying: a serious attempt at reform was narrowly voted down by the faculty Senate about ten years ago.) It needs no emphasizing that we might have different answers today than we did in 1984 to questions like "What should students know or be able to do?" or "How can education prepare students for today's world?" Apart from this self-evident point, however, there is a less obvious one: over the last 25 years, across higher education, there has been a great deal of discussion about, and experimentation with, general education. To focus on one important difference: the standards for making the goals of a general education program clear are higher now. Here, for example, is a passage from the 2005 review of UC Santa Cruz by the Western Association of Schools and Colleges (WASC), the agency that accredits this University:

It is recommended that the UCSC Committee on Educational Policy consider how it might build its several probes of the curriculum into a University-defined philosophy of general education, with learning outcomes identified across the curriculum that describe and define the educational experience expected of all UCSC undergraduate students.

The reference to “learning outcomes” reflects a current of thought today in education. Putting aside the great variation in ideas and terminology, this thinking might be distilled to the following: for any course or program of study we should be able to state in a clear, detailed, and public way what its *educational objectives* are; we might further articulate concrete *learning outcomes* which we can use to assess whether those objectives are being met. The point of doing these things is not only to clarify for ourselves what we think we are doing, but to make possible a culture of course proposal and review that is continually informed by our educational objectives. We pursue this point further in the next section.

4. Breadth and educational objectives

Though the cultivation of academic breadth is an essential aim of general education, the goals and the precise content of “breadth” are not always well defined. On the one hand, faculty generally agree that exposure to different disciplines or methodologies is important. On the other hand, faculty often cannot agree on much else. These two facts together virtually guarantee a system that is distributional, as ours is: breadth is forced by the existence of very broad subject areas from which students must sample, but within a subject area students have nearly unlimited choice.

Figure 2 shows the subject areas of our current GE system, and those that CEP proposes. The figure also shows how many courses students are required to take within each subject area. In both cases the subject areas are obviously reminiscent of existing academic divisions. It is important to keep in mind, however, that whether a course belongs to a certain subject area or not is determined by its content and not by the administrative home of its sponsor. This would remain true under the proposed system. One can get a sense of the extent to which subject areas diverge from divisional sponsorship (or not) by looking over the [courses that satisfy GE requirements](#) online.

Our current requirements specify two Introductory (I) and one Topical (T) course per subject area (see Figure 1 above), for an initial total of nine courses. Since the Arts (A) requirement is essentially a further breadth requirement, Figure 2 adds it to the current Humanities/ Arts total, giving ten breadth courses in all under the current system. Under the proposed system, students would be required to take only seven breadth courses, distributed as shown. Furthermore, we propose to eliminate the distinction between I and T courses. This leaves us with only one needed designation, B (for “breadth”).

Current			Proposed		
Subject area	Code	# courses	Subject area	Code	# courses
Humanities/ Arts	IH/A, T	4	Arts	B	1
Natural Sciences/ Engineering	IN, T	3	Humanities	B	2
Social Sciences	IS, T	3	Natural Sciences/ Engineering	B	2 ²
			Social Sciences	B	2
Total		10	Total		7

Figure 2: Subject areas, codes and number of required courses per subject area, current and proposed.

The substantive points here involve i) the number of courses required overall, and ii) the way that subject areas are defined.

Number of courses required

In our visits to departments, we found some support for reducing the number of GE requirements, and none for increasing their number. Some faculty find current requirements to be heavier than what is needed on educational grounds. CEP agrees. Notice that the extra substance found in the current breadth requirements comes from the existence of T courses distinct from I courses. As the distinction implies, T courses were not meant to be merely more breadth. Rather, what made the T designation interesting was the promise of a) approaching a problem or issue that is of *importance to society*, and b) doing so *from a multidisciplinary perspective*. It was recognized already by the previous GE reform attempt (in the late 1990s) that T courses have not succeeded as well as might be hoped in meeting these promises. We think the goals of the Topical designation are as important today as ever, but we think they are much more likely to be well met by means of the interdisciplinary topical cluster idea (proposed later). As we will see, clusters are built out of B courses themselves; their value lies in how B courses are *organized*, not in their being an add-on to breadth.

In contrast to current requirements, we propose that a student be formally required to take Breadth courses only in areas outside of her major(s). A student majoring in a field of engineering, for example, would be formally required to take Breadth courses only in the Arts, Humanities, and Social Sciences areas. This makes sense if the point of breadth is to expose students to disciplines and methodologies outside of their chosen ones. Of course, it may happen that introductory courses in a student's field happen to double as Breadth courses too, as they often do now. But suppose a department wants to design a Breadth course specifically for non-majors. There are arguable pedagogical benefits of

² Some Universities, such as Harvard and UC Berkeley, make a distinction between biological and physical sciences, requiring both.

doing this--see the description of *Overview* courses below. Under the current system there is actually some disincentive to doing it. This is because departments know that their majors must satisfy breadth requirements in their own subject area and that the most efficient way to do this is by having major requirements satisfy breadth too.

Characterization of subject areas

The second substantive issue, the proposed subject areas, may seem straightforward, but it is in a sense much more difficult. To see why, consider the treatment of Arts and Humanities under the two systems. According to current policy, an Arts (A) course must be focused on the arts, a Humanities/ Arts Topical can be focused either on the arts or the humanities, and at most one of the IH courses can be focused on the arts.³ The net effect of all of this is that a student can take as many as three courses with an arts focus and as few as one with a humanities focus; she can do the reverse; or she can take two of each kind.

The proposed system makes a formal distinction between Humanities and Arts. But as we just saw, our current system also does this with the A designation separate from IH and with the restriction on IH. We propose only one Arts course in contrast to two Humanities courses. However, what this means for divisions and departments depends on precisely *what we mean* by a "BA" (Arts Breadth) and a "BH" (Humanities Breadth) course. For example, if BH were to mean roughly what IH seems to mean currently, then a student could take as many as two courses with an arts focus and as few as one with a humanities focus, or she could do the reverse. The average proportion of arts courses vis-à-vis humanities courses taken would not change under the new system.

As with the distinction between I and T, we find that the distinction between A and IH-taken-in-the-arts has grown unclear. More generally, **the educational objectives of our subject areas are unclear**, and this makes productive discussion of subject areas very difficult. Without knowing what BA and BH mean, any discussion about the number of courses required in one versus the other can only descend into a discussion about how divisions should divvy up students. This problem extends to the rest of the subject areas too.

It should be emphasized that today's unclarity is not a result of fuzzy thinking on the part of those who put the current system in place. The problem is rather due to realities of time and institutional memory loss. (It is also true that expectations about educational objectives, as evidenced by the WASC quote in the last section, are different today than they were 25 years ago.) The consequences of this unclarity are perhaps most saliently felt by CEP, since CEP is the committee that oversees course approval at

³ The policy is actually that at most one IH course can come from the Arts *Division*. This nuance points up the way discussion can confuse administrative/resource concerns with educational objectives.

the campus level, including approval of GE designations for courses. The fact is that CEP is regularly faced with a proposed designation for a course and is not entirely sure how to make a judgment.

CEP does not feel it can propose detailed educational objectives for our subject areas without more participation of the faculty. **In the coming months we will work with department chairs and undergraduate directors, and through them with their departmental faculty, to develop these objectives. These will be included in next fall's final proposal.**

To give an idea of what we have in mind, here is a possible statement of objectives for a Social Sciences Breadth course.

Social science courses that satisfy the general education requirement should provide two elements:

- 1) an introduction to a substantive area of social science knowledge (e.g., cognitive psychology, linguistic anthropology); and
- 2) an introduction to at least one of the methods of research commonly used in the social sciences (e.g., experimental inquiry, ethnographic study, longitudinal inquiry).

The first requirement may be approached broadly (providing an overview of a major area) or narrowly (going into to depth in a specific area such as visual neuroscience or the sociology of gender).

Putting aside differences between subject areas, CEP envisions several categories of Breadth courses, defined by their broad educational objectives, as shown below. These are not designations students are required to take; they would all be "B" courses and departments would be free to choose what kind of Breadth courses they offer. The point is rather to guide departments in thinking about what sort of course they offer and why, and to guide those who approve the GE Breadth designation in making decisions. Two of the categories are basically today's I and T.

Kinds of Breadth courses:

Overview

Overview courses acquaint the student with a field of study or with a methodological approach to inquiry. Overview courses should be reasonably broad in their approach, rather than narrowly focused. They should contribute to the breadth of a student's education not only by imparting knowledge but by deepening a student's understanding of a way of thinking. They should also try to convey a sense of the discipline or approach's importance. Finally, though necessarily condensing and summarizing a field or methodological approach, Overview courses should be *complete*, in the sense of being appropriate for *non-majors* who will take no more courses in the subject area. They should have no prerequisites.

Introductory

Introductory courses inform students of a discipline's scope or methodology, prepare students effectively for advanced classes, or both. Students are advised about a discipline's suitability as a major or are prepared for advanced course work in the field. They are required of majors. They should have no prerequisites.

Topical

Topical courses are centered on topic of broad intellectual or social relevance rather than on a discipline. They approach their topic from an *interdisciplinary* perspective. They can provide a place for discussion of values and assumptions at an introductory level not usually found in introductory courses. They are not designed to introduce the discipline to non-majors. They should have no prerequisites.

5. Ways of Learning and the Matrix

General education is about more than subject breadth. A GE program should also impart essential university-level skills and habits of thought. We have in mind here objectives such as the development and application of quantitative or formal skills, and the ability to analyze cultural differences, for example--objectives currently covered by our Quantitative (Q) and Ethnic Minorities/Non-western Society (E) requirements. In principle writing belongs here too, but we treat it separately below. The objectives one might pursue apart from breadth make up a diverse group, but it is convenient to have a name for them, and here we call them Ways of Learning.

There is no reason why a course might not satisfy both a Breadth and a Ways of Learning requirement. The potential for this kind of overlap is already written into our current requirements: as Figure 1 (p. 10) indicates, the Q, E, and W designations may overlap with breadth designations. For example, a course might have both a Quantitative and an Introduction to Social Sciences designation. Not only is this kind of overlap harmless; it is a very good thing. Quantitative and cross-cultural analytical skills are best acquired not within a vacuum but within some empirical domain. The same can be said of other "ways of learning".

But our current system only *allows* Breadth courses to satisfy Ways of Learning requirements; it does not *require* them to do so. In our view this is a missed opportunity, depriving general education of some of the purpose it might have. The question we are raising is whether breadth courses should really be only about disciplinary or even methodological breadth. We don't think so. For example, we think most faculty would agree that Breadth courses should develop students' ability to think critically, analytically, and independently; they should not simply focus on acquisition of knowledge. It should either be implicit, or stated explicitly in their educational objectives, that general education courses do this. (See also point (2) of the draft

objectives for a Social Sciences course in the last section.) In the same spirit, though, we can explicitly ask them to do even more.⁴

To give more depth, rigor, and purpose to general education, we propose that every course satisfying a Breadth requirement simultaneously satisfy one of the Ways of Learning requirements, according to a scheme we might call the Matrix, shown in Figure 3. (“# Requirements” refers to the number of Breadth courses required in each subject area, already familiar from the last section.)

<i>The Matrix</i>		<i>Ways of Learning</i>					# Required
		Quantitative	Cross-cultural	
<i>Breadth</i>	Arts						1
	Humanities						2
	Natural Sciences/Engineering						2
	Social Sciences						2

Figure 3: the “Matrix”. Every Breadth course must simultaneously satisfy a Ways of Learning requirement.

Each cell in this scheme would correspond to a possible general education course (though some combinations may be more likely than others). According to the proposal, every Breadth course *would have to* occupy some cell in this sense. Students would be required to satisfy the full range of Ways of Learning requirements, just as with Breadth requirements. But this would not mean imposition of more *course* requirements. In our view, this would make general education both more rigorous and more efficient.

What should the “ways of learning” be?

Given the feedback we’ve received from faculty so far, we find broad support for two or three categories:

- Quantitative and/or formal reasoning (similar to current Q).
- Cross-cultural understanding (similar to current E).
- Race, ethnicity, and gender (similar to current E).

We suggest the following for further discussion. The number of Ways of Learning categories should probably not exceed about five.

⁴ The following proposal is inspired by recent changes to general education at Duke University.

- Critical thinking.
- Creative endeavor.
- Statistical reasoning/ data interpretation.
- Science, technology, and society.
- Environmental understanding.

We briefly discuss the first three of these in turn, and give draft educational objectives.

We emphasize that the proposed educational objectives are intended to provoke discussion and revision. Our plan is to develop them further in consultation with faculty, as with the Breadth objectives.

Quantitative/formal reasoning

There is a broad consensus on campus that students should be exposed to “quantitative reasoning” in some form, but there is less consensus on what this should mean. We propose basically to retain something like the current Q designation, but explicitly broadening it to allow for courses in formal logic, programming, and so on, areas of study that involve what might be called “formal reasoning”.

Quantitative/formal reasoning

These courses incorporate university-level mathematics (at the level of advanced algebra or higher) into course material. Alternatively, they may incorporate computer programming, formal logic, or other material that similarly stresses model building or rigorous application of formal systems.

Courses in mathematics should

- a) explain the differences between facts and opinions, and mathematical proof and informal argumentation
- b) present the rules of logic and the derivation of additional facts from a set of established facts and assumptions
- c) provide experience working with a formal system (e.g. doing proofs)

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Cross-cultural understanding

The current Ethnic Minorities/Non-western Society (E) designation arguably addresses two very different objectives. One has to do with understanding differences along social dimensions such as race, ethnicity, gender, and sexuality, and exploring the social dynamics of such differences. (The E requirement focuses particularly on ethnicity, but

we suggest that this should be broadened.) The other involves the exploration of non-U.S. cultures.

We propose to split the E requirement into separate Cross-cultural Understanding and Race, Ethnicity, and Gender requirements. Given its aims, a Cross-Cultural Understanding course need not be limited to non-Western cultures.

Cross-cultural understanding

These courses aim to encourage a broader and deeper understanding of cultures and societies outside the United States. They also strive to develop the analytical skills needed to explore the complex issues raised by international relations and the processes of globalization as well as the openness and sensitivity necessary for cross-cultural understanding.

Race, ethnicity, and gender

In our view a Race, Ethnicity, and Gender course, on the other hand, need not be limited to the study of groups within the U.S.

Race, ethnicity, and gender

These courses explore differences along social dimensions such as race, ethnicity, gender, and sexuality. They also strive to develop the analytical skills needed to explore the complex issues raised by the social dynamics of such differences.

6. About a foreign language requirement

In our visits to departments we found surprisingly broad support for a foreign language requirement at UC Santa Cruz. At the same time, faculty understand that a language requirement might be infeasible for resource reasons: language classes must be small to be effective, but the number of language instructors is limited.

Many faculty point out that we are the only UC campus without a foreign language requirement.⁵ However, faculty may not always know how modest the foreign language requirement is at other UC campuses. The requirement is generally that students demonstrate competency at a level equivalent to our third quarter language courses (e.g., Spanish 3). They do this by passing the relevant course, testing out of it, or getting a high enough score on the Advanced Placement Exam. In other words, students must have the equivalent of one year's worth of college foreign language. Of course, many students can satisfy this requirement without taking a course at the University.

⁵ This is not entirely true. Not all colleges at UC San Diego require a foreign language, for example.

CEP has asked the Acting Director of Admissions to investigate what proportion of incoming UCSC frosh would likely meet such a foreign language requirement. The goal is to explore to what extent a requirement would actually impose a resource burden on our campus. We will report our findings to the campus this fall.

7. Interdisciplinary topical clusters

Breadth and vision

As we have seen, a major goal of our GE program is to impart breadth by means of distributional requirements. Breadth is necessary, and the freedom offered by a distributional system is good, but there are some who believe that distributional systems leave something to be desired. Because no course chosen relates to any other course chosen, a student's GE curriculum is in imminent danger of lacking overall vision, of being incoherent. This outcome is in fact almost guaranteed by the huge number and range of courses available within every subject area. The existence of all these choices in part reflects our decision as faculty to make it be so. But, as we have already noted, it also reflects the difficulty university faculty have agreeing on specific things that a student should learn. Breadth in this form does have its drawbacks.

One answer to this lack of vision is the concept of a *core*, a curriculum that all students must take. The core curriculum in our colleges is the local example, though for most colleges core lasts only one quarter. A core curriculum brings another potential advantage too that is well known to UCSC: the creation of a community of learning. We return to this below.

CEP is considering more than one way to bring more coherence or vision to GE. Two we have already seen. The first involves better articulating the educational objectives of GE and putting in place better mechanisms of oversight of the curriculum. The second involves exploring the idea that GE designations should not be defined in terms of subject area alone but should (or at least could) imply attention to learning objectives that transcend any particular subject, what we call Ways of Learning.

Here we propose a third idea to bring more coherence to general education.

Topical courses

One of our breadth categories is the Topical (T) designation. There are a few properties many faculty agree an ideal Topical should have: i) As the name suggests, it should focus on a topic or question that is of some import; it should deal with "big questions". ii) It should be genuinely interdisciplinary, approaching its topic from several disciplinary and/or methodological perspectives. This is of course a tall order. iii) It

should be broadly accessible (normally interpreted as “no prerequisites”) and it should perhaps be self-contained (“not prerequisite to anything”).

As others have noted before us, there are many T-designated courses that fall short of one or more of these expectations, and few meet all of them. There are many reasons for this, including a) unclarity of GE educational objectives, b) the temptation for departments to offer T courses for both majors and non-majors at the same time, and c) the division of T courses into categories like TH (Humanities) and TN (Natural Sciences/Engineering), a fact that builds in disciplinary barriers.

Interdisciplinary topical clusters

CEP proposes using Breadth courses to create “interdisciplinary topical clusters” of two or more courses. Clusters would likely be at least partially sequenced--courses would have to be taken in a specified order. And each cluster would be defined by attention to a specific issue or question of importance to society. No cluster would be attached to any division; by design clusters would have to be genuinely interdisciplinary. By their very nature these course clusters could not serve only the needs of discipline-based majors. Nor would they resemble “mini-minors”, because they would be by design *inter*-disciplinary and would focus on a topic or question, *not* a field or methodology.

A cluster would not be an additional set of required courses. Rather, the courses of a cluster would themselves satisfy Breadth requirements. Each course in a cluster should normally belong to a different subject area--this is the best way to ensure a multi-disciplinary perspective on a topic--but this might not be required so long as courses themselves or the sequence overall were sufficiently interdisciplinary.

Establishing *clusters* instead of individual T courses is a means of bringing some larger vision and coherence into general education. The faculty who design these clusters would have to work together to ensure that each course fit well into one overall vision and that educational objectives of later courses built on outcomes of earlier ones. A mechanism of oversight, and the possibility of retiring clusters and inventing new ones, would have to be in place.

A clustered curriculum has benefits beyond purely academic ones. Clusters would create learning communities within UCSC, and one might hope for the sort of benefits to institutional identity, retention, and educational success that such learning communities can foster.⁶ Indeed, in a well known cross-institutional study of college learning outcomes, Astin (1993:425) concluded that a “true-core interdisciplinary approach to general education, in which all students are required to take precisely the same set of courses” was the *only* design feature of general education that stood out in

⁶ We recommend Tinto (1993) for a set of “Principles of Effective Retention”.

positively affecting many of the learning outcomes. Astin speculates that “the beneficial outcomes of a true-core curriculum may be mediated by the peer group: having students take exactly the same general education courses provides a common experience that can stimulate student discussion outside class and facilitate the formation of strong bonds among student peers.”

Given time and logistical realities, we would probably not want to require clusters, at least at first. Rather, groups of faculty or departments would be encouraged to create them, and students would be encouraged to take them.

The idea of interdisciplinary topical clusters fits well with the following recommendation of the University of California Commission on General Education in the 21st Century:⁷

As one alternative to the “cafeteria approach” to general education, in which students choose a set of core courses from an unwieldy list of general education courses, campuses should develop a discrete number of thematic, interdisciplinary bundles or sequences of courses around substantive and timely topics...Students could select any given thematic package voluntarily, but once selected, all of its constituent parts would be required.

Clusters and colleges

The proposed clusters would be trying to accomplish many of the very same goals that colleges try to accomplish: they would represent a kind of core curriculum built on a theme with the intent of fostering identity and community. As a separate proposal, we see great appeal in the idea of linking a cluster to a specific college. Clusters could work as learning communities with or without college affiliation. But to establish them entirely independently of colleges might be missing an opportunity--the chance of fusing *learning* and *residential* communities--that is unique to UC Santa Cruz.

The idea is simple: imagine a cluster of several Breadth courses, from various departments and divisions, for example on the theme of *sustainability*. Suppose this cluster were linked to College 8. (CEP is currently discussing this possibility with College 8 and certain departments.) College 8 students would be required to take this cluster, at least by default.⁸ Yet the courses of a cluster would be mounted by departments, just as GE courses usually are. Student FTE for teaching these courses would still accrue to the departments, as it does now. General education courses are already funded, so there are no obvious general resource implications to the proposal. Furthermore, here is a way to involve ladder-rank or other long-term faculty in the

⁷ See references.

⁸ It remains to be seen whether a college can realistically be linked to only one cluster, or whether we would need more than one cluster to accommodate students of a college. We might also consider building clusters of, say, five courses and requiring students to take, say, three out of five.

academic life of a college without the familiar and intractable problem of involving them in existing core courses.

Clusters, college core courses, and writing

If we link a cluster to a college, it can remain independent of that college's core course(s). However, it is also possible to harness clusters to work *with* existing core courses, or to have them do some of the work *of* core courses. Colleges, working with departments, could conceivably build a much more ambitious academic curriculum for college students than is possible within the confines of the core course. A serious, and independent, reason for considering this idea involves the implications it might have for training in writing, a matter of great concern to our faculty.

Our college core courses try to accomplish two goals (among others): First, they address the need to provide our students with their first quarter of frosh composition. Second, they impart the college core curriculum, which has academic worth as well as (we hope) effects of community, retention, identity, etc. Both goals are important, and ten weeks is a very short time to do these two things. We note that if a college were to adopt an interdisciplinary topical cluster, it might find itself in a much better position to accomplish these goals. The reason is that a topical cluster would provide much more "room" within which to present a content-based curriculum--**leaving more "room" in the currently existing core courses to focus on writing.**

Finally, it is possible even to formally *link* a course in the cluster with the college core course, with the latter understood as primarily a writing course: students would take them concurrently, and their curricula and delivery would be synchronized. Though the cluster course (a Breadth course) would probably be large, the linked core/writing course would be capped at 20-25 students, just as it is now. Because core courses are already delivered with these enrollments, there is no new funding needed to make this happen. Linking courses in this way would take a great deal of cooperation between Provosts, core instructors, and departmental faculty. The idea can work only if core instructors retain their prerogative to design, assign, and evaluate curriculum; core courses could not be seen as sections of the lecture course.

A challenge for this idea of linking is that many students cannot fit 10 units of core/writing + Breadth into their schedule in a given quarter. A possible solution would be to make the Breadth course a 3- rather than a 5-unit course, with some students taking 18 units in the relevant quarter instead of 15.

8. Writing

CEP has already presented a detailed report to the Senate on the status of writing at UC Santa Cruz, to which we refer the reader for background on this topic.⁹ Here we focus on major points and recommendations.

Our visits to departments revealed that there is very strong and virtually universal support for strengthening writing at UC Santa Cruz. In fact, this was the only really unanimous sentiment across faculty.

Figure 4 shows the current set of writing requirements. The distribution of these requirements reflects an important desideratum for writing: it should be nurtured continuously.

Requirement	When taken	How taken ¹⁰
C1 (Composition)	1 st year	Usually college core course
C2 (Composition)	Before 7 th quarter	Usually Writing 2; sometimes core
W (Writing-intensive)	After C2; usually upper division	A course in some discipline

Figure 4: Writing requirements at UC Santa Cruz

Our recommendations regarding writing focus on the college core courses and the W requirement.

Frosh writing

Several years ago, when we instituted the C1 and C2 designations, the campus strongly underscored the role of the college core courses as “frosh composition” courses. Most sections of college core courses satisfy the C1 requirement. (Some satisfy C2, see note 10.) The educational objectives for C1 require that students write at least five “relatively short essays (up to 1250 words)” and focus on various aspects of their writing (including revision), reading, and critical thinking. Is there more we can do to strengthen the focus on writing in core?

We have already suggested one way in section 7: we invite colleges to take advantage of the interdisciplinary topical cluster idea to shift some of the burden of their

⁹ See “Resolution on Writing Intensive” at our general education web site, at <http://Senate.ucsc.edu/cep/GenEdReformIndex.html>.

¹⁰ The reason for the “usually” is that students come in with different levels of preparedness in writing. More prepared students may satisfy C2 already in the context of the core course.

academic/thematic curriculum out of core and let core focus more intensively on writing.

Our second recommendation concerns core course faculty hiring and oversight. Some colleges can boast of a stable and dedicated cadre of talented writing instructors teaching core. Other colleges struggle more to find and keep good writing instructors. Currently the hiring, mentoring, and reviewing of core course instructors does not require the active participation of Writing Program faculty. CEP strongly recommends that Writing Program faculty within the colleges play a central part in the hiring, mentoring, and reviewing of core course instructors.

Disciplinary communication

A year ago the Senate passed the following Resolution in a unanimous vote:

WHEREAS

- The ability to write effectively is fundamental to a university education;
- Writing is a complex skill that must be nurtured beyond frosh year;
- 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 administration to work with departments and with the Senate to find a solution to the W crisis, and to allocate the funding needed for it.

Last year's report on writing (see note 9) details the pedagogical and logistical failings of our current Writing-Intensive (W) requirement, which we do not repeat here. The following proposals are meant to address these shortcomings.

1. We propose that every major-sponsoring unit explicitly articulate its discipline-specific expectations in writing and other forms of communication, and ensure that these goals are met in the requirements of the major.

This Disciplinary Communication (DC) requirement that we envision would differ from W in several crucial ways. First, it would not need to be satisfied in the context of a

single course. Instead it could be met by means of *several* courses, each of which contributes a part to the overall goal. This serves both to make the task more feasible and attractive to faculty and to spread practice in writing into more of the curriculum. Second, though the requirement would still focus mainly on writing, some leeway in the amount of writing would be allowed for departments that value other forms of disciplinary communication for their majors, e.g. poster and oral presentations. Finally, it is explicitly a requirement of *majors* and therefore of their sponsoring departments to see that the DC educational objectives for their majors are met. Though departments would be expected to take on this responsibility, they would also be given a significant say in what exactly the requirements *mean* for their majors.

In order to explore the feasibility of this DC requirement, CEP has been working with individual departments. We will give an update on our progress at the May 30 meeting.

We cannot ensure the success of the DC requirement without significant resource support for writing in the disciplines. Here we basically echo our recommendations from last year:

2. We propose that the campus a) re-establish a peer tutoring program in writing; b) re-establish funding to support a full-time coordinator of writing in the disciplines; c) provide concomitant staff support; and d) devote resources where appropriate to make meeting disciplinary communication objectives feasible in every discipline.

CEP will continue to collaborate with CPB in order to determine the likely cost of these measures.

Some readings on general education

Allen, Mary J., 2006. *Assessing General Education Programs*. Bolton, MA: Anker Publishing Company.

Astin, Alexander W., 1993. *What Matters in College: Four Critical Years Revisited*. San Francisco: Jossey-Bass.

Bok, Derek, 2006. *Our Underachieving Colleges*, Princeton University Press.

Ratcliff, James L., Johnson, Kent, and Gaff, Jerry eds., 2004. *Changing General Education Curriculum*. San Francisco: Jossey-Bass.

Tinto, Vincent, 1993. *Leaving College: Rethinking the Causes and Cures of Student Attrition*. Chicago University Press.

General Education in the 21st Century. Report of the UC Commission on General Education in the 21st Century, Center for Studies in Higher Education, UC Berkeley.

Duke University's Curriculum 2000 Report:
<http://www.aas.duke.edu/admin/curriculum2000/report.html>

General education page of the Association of American Colleges and Universities (AAC&U): <http://www.aacu.org/resources/generaleducation/index.cfm>

Respectfully submitted;

COMMITTEE ON EDUCATIONAL POLICY

Russ Flegal

David Helmbold

Pamela Hunt-Carter, *ex officio*

Loisa Nygaard

Kip Tellez

Jack Vevea

Jaye Padgett, Chair

Joel Ferguson, Provost Representative

Larissa Adams, Student Representative (SUA)

Jamal Atiba, Student Representative (SUA)

May 16, 2008

COMMITTEE ON FACULTY WELFARE
Quality of Life, May 2008 Report

To the Academic Senate, Santa Cruz Division:

For the past four years The Committee on Faculty Welfare (CFW) has been concerned with the deterioration of the quality of life for the faculty of UCSC. This should be of great concern to not only the faculty but to the students and the taxpayers of the state as well. Poor quality of life for the faculty will result in the loss of quality faculty and hence the quality of the education will decline. And because faculty are a long term investment, which take years to build but seconds to lose, the campus should consider this one of its highest priority. With this said, CFW would like to update the senate on three key issues, salaries, housing and childcare.

It is clear from recent faculty salary information that UCSC is the lowest paid UC, on average, but has the highest cost of living. This is on top of the fact that the UC system is paid approximately 10 percent lower than its Comparable 8 Institutes. We therefore urge the campus to rectify this poor salary compensation at UCSC by considering the following options; increase the overall salaries of the campus to be on average with the other UCs, reinstate the lost off-scale merits, and determine why our faculty have been the lowest paid in the system and correct it. We understand that the UC system is under severe budget constraints from the state at this time, but we believe that the situation is so dire, that inaction will have large implications for years to come.

Ranch View Terrace (RVT) Phase I will soon be completed and it will fill a particular need for the campus. However, due to our low salaries and the high cost of RVT, there is a large cohort that will still need assistance in housing, mainly middle and lower rank faculty. Therefore, CFW is working hard with the administration to generate a master housing plan that outlines strategies to address future housing needs. Unfortunately, because of the housing market volatility, there is no clear path for the campus to take presently to address this problem. CFW is working hard with the administration to develop a master housing plan that will have a clear formula of housing need and remedies for the campus. CFW feels this plan should be re-examined annually to determine if our housing strategy is on the right track or if modifications are needed.

The current state of childcare on campus is in a high state of flux. From its overall vision, finances and management, all are being evaluated to optimize this vital program for the campus. Therefore, CFW would like the campus to generate a plan which achieves two goals over the next few years. First, adopt a vision plan that includes an academic program such that we enhance Early Education Services (EES) and bring in much needed extramural funds. Second, that the campus increases its subsidy for EES for faculty and staff so that it is on stable financial footing. If these goals are achieved and the licensing/management is stabilized, then we will have a child care for which we can all be proud.

In summary, we are in critical times with respect to the quality of life for faculty. If we do not make progress in salaries, housing and childcare, then CFW fears the campus will lose quality faculty and that the quality of the UCSC education will subsequently suffer. Therefore,

we hope that the campus will find the political will to make these issues priorities for the campus, even in these times of financial crisis.

Respectfully submitted;

COMMITTEE ON FACULTY WELFARE

Noriko Aso
Raymond Gibbs
Margo Hendricks
Joel Kubby (F, W)
Suresh Lodha
Craig Reinerman (W, S)
James Zachos
Ted Holman, Chair

May 16, 2008

COMMITTEE ON PLANNING AND BUDGET
Professional Schools at UCSC

To the Academic Senate, Santa Cruz Division:

The Committee on Planning and Budget (CPB) report of February 2008 (<http://senate.ucsc.edu/cpb/Professional%20School%20Update.pdf>) outlines a brief history of campus engagement with the question of graduate growth through professional schools. As noted in that report, the Committee has spent this academic year enabling a broad campus dialogue on professional schools.

To comply with CPEVC David Kliger's request that the Senate assess options for professional education at UCSC, a joint Senate-Administration forum was held in the fall, at which the Senate made a call for professional school pre-proposals. In the winter quarter, CPB reviewed the four pre-proposals that were submitted. During this phase, we provided a written response for each pre-proposal, formulating a common set of questions based on criteria developed through the process and outlined in our memo of December 19, 2007. Each response included an assessment of the overall viability of the proposal and ended with a series of specific questions to be addressed during our individual consultations in the spring with representatives from each group. <http://senate.ucsc.edu/ProfSchlsindex.html>

Now, having completed those consultations, we have provided final recommendations for each pre-proposal, outlining possible next steps to the Vice Provost Academic Affairs, Alison Galloway.

CPB sees the fundamental test for any professional school, given a sound intellectual and pedagogical conception, to be whether the proposed school's structure will accomplish the school's research and training goals (or whether an alternative, such as a graduate group, would serve as well or better), and whether there is an identifiable milestone when school status becomes critical. We looked for timelines with conditional plans for growth based on observable metrics and decision points.

On these grounds, of the four projects only the proposed School of Environment has not made a sufficiently compelling case to go forward with further planning and resources. We have prioritized the other three groups with Public Health and Education ahead of Management. (Please note: these are not formal rankings.) All three need more work before they can move forward to the full proposal stage.

Public Health is the least well developed of all the initiatives (as indicated by the need for stable faculty leadership to provide the vision that will bring together all of the related work in this area spread out over the campus) but has the best proposed timeline of growth with clear incremental advantages at each stage. *Education* is closest to the transition from department to school but further planning is required to decide on its size and scope, from both short and long-term perspectives. *Management* is the most fully developed proposal, reflecting the generous resources it has received that are far greater

than any of the others, in part from the Office of the President funds earmarked for Silicon Valley planning. The requirements to mount this proposal are not, for the most part, met by current campus resources. Both the costs and risks of implementation of the proposed school are therefore the greatest of all the proposals. In the next phase the proposed School of Management will have to provide a detailed timeline for conditional development, based on fixed fundraising targets as well as the other standard metrics.

We want to conclude by thanking the faculty who have worked on these proposals and produced a range of intellectual and pedagogical visions that we believe represent possible futures at UCSC. They are not the final word on graduate and professional education on our campus but rather initiate what we hope will be more experimentation with different kinds of programs--academic as well as professional--to create the mix of undergraduate and graduate education and the balance between teaching and research missions that we are seeking.

We want to acknowledge the role of the administration, particularly the academic deans, in doing more than simply supporting pre-existing faculty interests (as indispensable as that is). In the case of Public Health specifically, the deans of Engineering, PBS and Social Sciences took the initiative to provide the conditions for a trans-divisional collaboration that, by the account of all participants, would never have emerged so quickly and so full blown without the process of the professional school pre-proposals that we developed and oversaw through this year.

Finally, the critical question of allocating resources and developing firm priorities among these three initiatives remains for the administration. For this decision making, CPB recommends a comprehensive reassessment, in light of the evidence and analysis we have provided, of the differential investment made thus far in professional school development on our campus.

Respectfully submitted;

COMMITTEE ON PLANNING AND BUDGET

Karen Ottemann
Michael Brown
Emily Honig
Lori Kletzer, *ex officio* Kyle Simerly, SUA
Tracy Larrabee
Herbert Lee
Grant Pogson
Olga Najera-Ramirez
Quentin Williams, *ex officio*
Susan Gillman, Chair

May 16, 2008