

MINUTES  
Regular Meeting of the Santa Cruz Division  
March 8, 2017

**Meeting**

A regular meeting of the Santa Cruz Division of the Academic Senate was held Wednesday, March 8, at the Stevenson Event Center. Chair Ólóf Einarsson called the meeting to order at 2:30 p.m, with Nathaniel Deutsch present as acting Parliamentarian.

**1. Approval of Draft Minutes**

The meeting minutes of November 18, 2016 were approved as written by acclamation.

**2. Announcements**

**a. Chair Einarsson**

Chair Einarsson noted that the Senate, in collaboration with the Administration, and with support from the SUA, GSA, and the Colleges are planning two “Beyond Compliance” events on campus this year. These events are being coordinated by Senate Vice Chair Kim Lau, and Acting Vice Provost of Academic Affairs (VPAA) Martin Berger. The Beyond Compliance workgroup was launched last fall, and was built on the initiative begun by former Campus Provost/Executive Vice Chancellor (CP/EVC) Alison Galloway’s town hall in spring of 2016. The focus of the group has been to define mechanisms that faculty and administrators can adopt above and beyond what is required by law or policy toward eliminating sexual harassment and sexual violence on campus. The first “Beyond Compliance” event is a restorative justice community building circle, which will take place on Wednesday, March 15, 7:00-9:00p.m., at the Namaste Lounge. The second event will be held Thursday, April 13, and will provide updates on campus and University policies and processes, and “Beyond Compliance” initiatives. Both events will be open to students, staff, and faculty. More details will be available in the upcoming Tuesday Newsday newsletter, as will be a statement from the Senate Executive Committee (SEC) condemning sexual violence and sexual harassment.

The floor was given to Chancellor Blumenthal.

**b. Chancellor Blumenthal**

Chancellor Blumenthal commented that changes have gone into place, and additional changes are forthcoming, both on campus and at UC in regard to sexual violence and sexual harassment prevention. Next week, the UC Regents will consider some changes, recommended by the UC-wide Task Force on Preventing and Responding to Sexual Violence and Sexual Assault, to the faculty code of conduct. These changes include explicitly acknowledging sexual harassment as a violation of the code of conduct, and changing some of the rules regarding interim suspension of faculty who are accused of sexual harassment or sexual violence. The new rules will also acknowledge the need to respect rights and privacy, while also avoiding duplicate investigations. Some changes at UCSC will include the establishment of a peer-review committee that will review any agreement reached between the accused and the Administration regarding disposition of sexual assault or sexual harassment cases. At UCSC, this committee will be the same as the

Charges Committee, which considers charges when the faculty code of conduct is involved. In the Title IX office, there are now three investigators in addition to the Title IX officer.

The political climate in the U.S. has brought concerns from some groups of students on campus who now feel threatened or targeted. These groups include undocumented and transgender students. Undocumented students face uncertainty with regard to whether or not federal programs such as Deferred Action for Childhood Arrivals (DACA) will be repealed, and what the extent of federal immigration enforcement actions will be on campus. It is imperative that the campus be aware and understanding of these concerns.

Beginning June 1, Marlene Tromp will take over as CP/EVC at UCSC. There are also currently searches underway for a new Dean of Social Sciences, Vice Chancellor of Information Technology Services, and Vice Provost of Student Success. New arrivals on campus include Campus Counsel Lorena Peñaloza, and Chief Diversity Officer for Staff and Students Linda Scholz.

UCSC's fundraising campaign has now raised \$311 million, exceeding the \$300 million goal, and the campaign will now close ahead of schedule on June 30. Recent gifts include an anonymous donation of \$1 million to finish phase 1 of the quarry project, and \$1 million to launch the Coastal Science and Policy Master's program. The campus has two new endowed chairs – the Baumgarten chair and the E.K. Gunderson Family Chair. Since the start of the campaign, UCSC has established 16 new faculty chairs, and 57 thousand donors have participated in total.

This spring, students will vote on a fee that would establish a long-term, sustainable funding model for the Athletics program on campus.

The system-wide framework for growth initiative is a project created by the Office of the President, initiated by UC chancellors. The goal of the project is to ensure the future excellence of all campuses by looking ahead to what campuses should look like by 2040. The project will focus on resources and what will be necessary to ensure UC maintains its excellence in the future. Data from all campuses will be compiled to form a cumulative report for the entire UC system. The first draft of UCSC's report is due at the end of March, with a revision due in May, and the final draft due by the end of June. The system-wide report will be finished in September. Interim CP/EVC Herbie Lee, Vice Chancellor for Planning and Budget (VCPB) Peggy Delaney, and Chancellor Blumenthal, along with the Senate Executive Committee (SEC), will prepare the campus report, and Committee on Planning and Budget (CPB) Chair Abel Rodriguez will represent UCSC in system-wide meetings. This initiative is meant to foster discussion, not to supplant UCSC's long-range enrollment and development plans.

At their meeting next week, the UC Regents will be discussing revisions to the faculty code of conduct, revisions to the rules regarding Professional Degree Supplemental Tuition (PDST), and a state mandate for UC to adopt rules regarding limitations on non-resident enrollments.

The Chancellor congratulated some recent faculty honors and achievements, though he noted his remarks were truncated with respect for time, before giving the floor to Interim CP/EVC Lee.

**c. Interim Campus Provost/Executive Vice Chancellor Lee**

CP/EVC Lee provided updates on Envision UCSC. The six goals of this project are to advance and support student success, allocate faculty resources strategically, support research excellence, make UCSC a place where people enjoy working, address workload issues, and to promote UCSC's work and accomplishments more.

Toward the goal of advancing student success, the campus has formed the Division of Student Success, increased efforts to coordinate academic advising, and augmented faculty and teaching assistant funding.

Toward allocating faculty resources strategically, the campus has received rebenching funds from the Office of the President to be used toward graduate growth.

Toward supporting research excellence, the Office of Research has received additional funding to be used toward a new Office of Research Development. There will be some restructuring in how faculty receive support from the Office of Research in putting together grant proposals.

Toward making UCSC a place where people enjoy working, the campus has been holding "Principles of Community" workshops, encouraging critical thinking about these principles and how they can be applied on campus.

Toward addressing workload issues, Business and Administrative Services (BAS) have been working on a simplification initiative to streamline and standardize processes and help balance workloads across campus. The campus is also moving forward with a curriculum management project to update the campus curriculum and leave plan software and process, as well as course approvals and other components of curriculum management.

Toward promoting UCSC, the campus is in the process of a website redesign, the details of which will be released as this process moves forward.

The Joint Senate/Administrative Task Force on Graduate Growth has been working to increase graduate student enrollments on campus. Faculty FTE calls have been focusing on doctoral growth and how the campus allocates FTE. This year's call also specifically asked deans to set target ratios for doctoral enrollment-to-faculty. The campus has implemented an international doctoral recruitment fellowship program, which provides non-resident tuition for international doctoral students in their second and third years provided they are in good academic standing. This year's annual CAP/EVC letter asked departments to explicitly address graduate teaching and mentoring as part of the assessment of teaching and personnel review. UCSC has been hiring more teaching professors who can be utilized to free ladder rank faculty to teach at the graduate level. All departments were asked to update their instructional workload policies to explicitly consider graduate mentoring as a component of instructional workload. Within the Graduate Division, some carryover of unallocated block grants is now allowed. There are currently ongoing revisions for the Center for Excellence proposal. These revisions are focused on providing graduate support. The campus is also currently recruiting for a Director of Development for the Graduate Division.

350 staff from University Relations (UR), Business and Administrative Services (BAS), and Information Technology Services (ITS) have moved to the new Scotts Valley location. This allows the campus to consolidate off-campus operations, save money, and improve efficiency. An open house is planned for this location on March 28.

The CP/EVC office will commit up to \$300k toward revisions to first year curriculum improvements, starting in fall 2018. Proposals will need to fit within this budget envelope.

The UC public/private partnership building funding model, known as P3, is underway. The building focus for the campus will be student housing, as there is a housing crisis both on campus and in the community. Providing additional housing for students will help ease the burden both on and off campus. Public/private partnership allows most or all of the debt associated with this project to be moved away from UCSC. The campus has existing debt capacity limits, and this partnership will enable UCSC to add more housing than that limit would allow. It also allows the campus to keep building costs down, which will help lower the pricing for this housing. The project is part of a system-wide effort to increase housing across UC. After a student housing proposal is accepted, the campus will look into adding employee housing, and possibly a child care facility.

The floor was opened for questions.

Professor Ted Holman of Chemistry commented that the Committee on Faculty Welfare (CFW) was informed by VCBAS Latham that child care could not be tacked on to the P3 student housing project. There are committee concerns over the lack of a child care facility on campus. CFW would like to work with the Administration to figure out how to remedy and make progress on this issue.

CP/EVC Lee responded that child care is a priority for the Administration, but it can't be integrated with the student housing part of P3 as it would complicate the scope of the project for the outside partners involved. The campus is trying to keep P3 divided into smaller, contained projects for this reason.

Professor Holman commented that former CP/EVC Galloway had told CFW that money would be put aside for child care, and asked if this is happening now.

CP/EVC Lee responded that the campus is not currently setting money aside for this purpose, but that the idea behind the P3 project is to find a revenue stream for a child care facility that would be largely self-funding. This would help to keep the actual costs of child care for faculty and staff on campus down as well.

Professor Emeritus Michael Nauenberg of Physics asked for a response to the resolution passed at the previous Senate meeting in regard to the Science and Engineering Library, and asked if the Chancellor approved the consolidation project that occurred at this library last year.

Chancellor Blumenthal responded that the library is a crucial part of this campus and is a vital tool for faculty and students at UCSC. He then noted the consolidation project began out of

concern for students who needed additional study space, with the intent of furthering the University and increasing student support. He indicated that the project was done after consultation with the Committee on Library and Scholarly Communication (COLASC), and the department chairs in the Physical and Biological Sciences Division.

Professor Regina Langhout of Psychology asked for clarification regarding where the additional funding for first year curriculum improvements would be directed.

CP/EVC Lee responded that the funding is meant to be inclusive of all components within first year curriculum.

### **Report of the Representative to the Assembly (none)**

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

##### **CONSENT CALENDAR:**

##### **a. Committee on Academic Personnel (AS/SCP/1853)**

The floor was opened for questions. There were none. The report was accepted by acclamation.

#### **4. Reports of Special Committees**

##### **a. Special Committee on Athletics**

##### **i. Final Report to Academic Senate (AS/SCP/1854)**

Chair Xavier Prochaska reported that on campus there are three areas of competitive athletics that students engage in: Intramurals, which are open to all staff, faculty, and students on campus for a nominal fee; club teams, through which students compete with club teams at other institutions; and NCAA III athletics without football, which is the most competitive of the three.

UCSC is the only UC at Division III, all the other campuses are at Division I. California State Universities are also generally a mix of Division I and Division II schools, with a few not engaging in athletic programs at all.

The athletics program at UCSC has been successful. There are approximately 300 undergraduate student athletes on 15 teams. These athletes are diverse with over 50% women and 69% students of color. These students have higher GPA's and retention rates when compared with the campus average. Over the last five years, 100% of the students in the athletics program have graduated.

For its 2014-15 budget, most of the money for the program went toward salaries and benefits for coaches, trainers, and administrative staff, followed by travel expenses incurred from competitions with the few other Division III schools in California. The budget was largely derived from student fees, with supplemental funding from the Chancellor's Office, donations, and ticket sales.

Beyond student participation, the campus benefits from this program by

establishing a link from UCSC to the town and bay area as a whole, as these students and coaches are highly engaged in volunteer work in the community. The program is also one of the ways UCSC can bring the community to campus. The program also increases student diversity and provides entertainment and bonding opportunities for students on campus.

The program is strongly supported by both UR and alumni, and external perception is widely positive.

The Special Committee on Athletics (SCA) has several recommendations, two of the most notable being that the campus should provide approximately \$500k annually to support the athletics program, which has been agreed to, provided that the student fee referendum passes, and that UCSC make every reasonable effort to maintain a NCAA athletics program on campus by actively promoting other funding streams outside of student fees. Toward the referendum, the SCA recommended that the University make a concerted effort to get it passed, including additional Town Hall events to explain the finances and co-benefits and to seek endorsement of the referendum; and that the University openly express its support for an athletics program at UCSC, and highlight its benefits for campus life, alumni relations, and community engagement.

The floor was opened for questions.

Senate Chair Einarsdóttir asked how the proposed fee would compare with fees at other campuses.

Chair Prochaska responded that the fee, and budget, for the program will be lower at UCSC than at any other UC campus.

SCA member Gene Switkes noted that the data collected for the report actually lowered the fee in the referendum from ~\$90 per quarter to ~\$40 per quarter.

Graduate Student Association President Jess Whatcott asked if the campus is considering moving to Division II.

Chair Prochaska responded that previous committees had worked on this, but this issue was not one that the SCA focused on. However, going forward the campus may want to look into pursuing this further.

## **5. Reports of Standing Committees**

### **b. Committee on Educational Policy**

#### **i. Update on Lower-Division Writing and College Core Course Requirements (AS/SCP/1855)**

Committee on Educational Policy Chair John Tamkun reported that the writing program on campus consists of the Entry Level Writing Requirement (ELWR), Composition 1 and 2 requirements (C1 and C2), and the Disciplinary

Communication (DC) requirement.

ELWR can be satisfied either before or after students arrive at UCSC. Prior to entry this can be done via a course or through achieving a high enough Analytical Writing Placement Exam (AWPE) score. After arrival, students can pass this requirement through a portfolio review. C1 can be satisfied prior to entry via course or standardized test score. Most students satisfy this requirement by taking a course after arrival on campus. C2 and DC courses are satisfied by taking courses on campus.

The College Core requirement is fulfilled within a student's residential college. These courses differ by college theme, but generally consist of 80A, 80B, and 80C. These courses also serve to build community and help ease the transition to UCSC for students.

In 2005 the Writing and Core courses were partially integrated, and most students satisfy their C1 and C2 via their College Core course.

Prior to entry on campus, approximately one third of incoming frosh do not satisfy ELWR, just under half satisfy ELWR and not C1, and approximately 20% satisfy ELWR and C1.

After the Core courses integrated with Writing, student placement in these courses became based on writing proficiency. In general, students with lower proficiency tend to come from less advantaged backgrounds. Students who do not satisfy ELWR prior to entry tend to be mostly traditionally underrepresented groups and first generation students, while students who do pass ELWR prior to entry generally come from backgrounds that are more advantaged. This is causing diversity issues and unintentional segregation on campus.

Students who have satisfied ELWR but not C1 prior to entry enroll in a College Core course in the fall to satisfy C1. They then move on to Writing 2 to satisfy the C2 course, after which they can move on to satisfy the DC requirement.

Students who have satisfied both ELWR and C1 prior to entry take a College Core course that satisfies the C2 requirement before moving on to satisfy the DC requirement.

Students who do not satisfy ELWR or C1 prior to entry follow pathways to satisfy both requirements. These pathways vary by college.

Approximately half of the students who pass C1 still can't satisfy ELWR, which raises concerns about writing instruction on campus. The number of courses these students must take is also often burdensome. Additionally, many faculty do not understand or are uninformed regarding the pathways to ELWR and C1 satisfaction, which has led to unsatisfactory advising plans for students.

The multilingual curriculum, for international and F1 visa students who have not satisfied ELWR, places students in a preparatory writing courses based on their AWPE score. Once they pass these courses, they move on to a C1 course, followed by a C2 course, and then a DC course. Since they don't begin in a Core course, the pathway they take for their Core courses varies by college.

At the May 18, 2016 Senate meeting, legislation passed to make ELWR satisfaction be a prerequisite for C1, to separate Core from the C1 and C2 requirements, and that the writing courses be administered by the Writing Program. These changes will be implemented in fall 2017. The Committee also recommends for students to still be able to benefit from the traditional Core course experience, and simplification of the pathways toward satisfaction of the writing requirements. Students should have more flexibility in their choices and scheduling of writing courses. All students should also be able to take these courses in the fall, and should be able to focus their writing on either their college theme or another topic of their choice. The Committee would like to review the Council of Provost proposals and resolve these issues by the end of the year.

The floor was opened for questions.

Professor of Anthropology Judith Habicht-Mauche commented that Core was integrated with writing much earlier than 2005. Prior to 2005, in Crown both students who had passed and not passed ELWR were integrated into a single Core course, segregated by section, but they went to the same lectures and had the same assignments, read the same material, took the same exams, and were all held to the same standards. This college had the best record for students passing these courses at the time as well. It is very possibly to successfully run a Core course that integrates students at multiple levels of writing proficiency into a single class, with segregation by section, while still allowing for a collective, community-building experience. While students should not take C1 until ELWR is satisfied, and there should be more uniform pathways to satisfaction of the writing requirements, writing should be maintained as an integral part of the Core course, Core courses should continue to be five-unit courses, and they should meet a general education requirement.

Committee on Preparatory Education (CPE) Chair Debra Lewis noted that some students may need more than one quarter to satisfy ELWR and asked what would happen to these students in the proposed plan.

Chair Tamkun responded that they would repeat the course if they did not satisfy it in one quarter.

Writing lecturer Joy Hagen presented a statement from UC-AFT noting support for the Core revision, that students need more critical reading and writing instruction, and that UCSC should prioritize resources necessary for first-year

instruction.

**6. Report of the Student Union Assembly Chair**

SUA President Tias Webster reported that plans made for students by academic advisors are often insufficient. Many students find that the classes that they need for their majors are not being offered when they go to sign up, and they have trouble setting follow-up meetings to discuss these issues with advisors, as advisor schedules are often very full. This leaves students to figure out class pathways on their own, and can often lead to increased graduation times. Much of this is due to over-enrollment, which also causes other areas of educational quality at UCSC to decline.

Classrooms and desks are falling apart, and classes are so crowded that students can no longer sit in every other seat during exams. In addition, food insecurity is an increasing issue among students, and time spent dealing financial insecurity and housing issues takes away from study time. Many students are also increasingly feeling depressed and/or reporting other mental health problems due to the stress brought on by these issues.

More resources are needed to help improve the quality of life and education on campus.

**7. Report of the Graduate Student Association President**

Graduate Student Association (GSA) President Jess Whatcott reported that one of the issues the GSA has been addressing is that the housing situation in Santa Cruz. Housing has become increasingly untenable. The lack of affordable and safe housing decreases the number of quality graduate students able to come to and stay at UCSC. According to guidelines set out by the Department of Housing and Urban Development, a person who pays more than 30% of their monthly income in rent is considered cost-burdened, and may have difficulty affording necessities such as food, clothing, transportation and medical care. A teaching assistant earns approximately \$1900 per month, while graduate student housing on campus costs \$1100/month. Room rentals in the area are routinely advertised in the \$800-\$900 range. When cost is high, and available stock is low, students turn to living in crowded, illegally-zoned homes, and other precarious situations. While tackling the housing crisis is a large and overwhelming task, the GSA urges departments to provide support to students seeking housing. The GSA also urges the faculty to stand with students who will be negotiating new TA contracts with UC in 2018 as they demand increased compensation and adjustments for cost-of-living.

The GSA also appreciates the statement written by the Senate Executive Committee that condemns sexual violence and sexual harassment. From a student perspective, the importance of faculty speaking out about sexual violence and sexual harassment is paramount. Teaching Assistants have reported that they sometimes resort to informal tactics such as telling their students not to take courses with faculty who are known sexual harassers, or coming up with safety plans for dealing with faculty who have been known to inappropriately cross boundaries such as giving students alcohol and drugs. Beyond reporting, the GSA recommends that faculty do more to inform Teaching Assistants about

trainings and resources, such as the Title IX and CARE offices, that can help them respond to sexual harassment and sexual violence among their peers and their students. Additionally, the faculty should work with the Administration to come up with ways to hold other faculty who have engaged in sexual harassment or sexual violence accountable for their actions. Faculty should also take a leading role in the conversation about ending sexual violence and sexual harassment on campus.

Many graduate students are currently upset by the racist, sexist, xenophobic, and nationalistic tenor of our national political climate. In some cases this has had direct effects on UCSC students, such as the travel ban that threatened to limit the movement of dozens of graduate students from Iran. International graduate students from across the world have also expressed concerns, and they now worry about the consequences of travelling out of the country, having their families visit them, and utilizing their rights to free expression. Undocumented students have also expressed these concerns. The faculty have an important role to play in expressing support for international and undocumented graduate students. The GSA encourages faculty to create resources for graduate students who may be coping with abnormally high amounts of stress, and encourage departments to offer resources for TA's regarding engagement in difficult conversations with undergraduate students. The GSA also encourages the University to create more opportunities for building solidarity across campus, given the current political climate.

The GSA encourages faculty to work with the Graduate Division to extend non-resident fee remission, which extends remission to second and third year graduate students, to current graduate students who are facing financial hardship. Financially burdened students have had concerns about having to drop out, go on leave, or find other strategies in order to stay at UCSC without this remission.

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

**9. Unfinished Business (none)**

**10. University and Faculty Welfare**

**11. New Business**

**a. Council of Provosts, Oral Report: Analytical Reading and Other High-Impact Practices Informing Plans for Revising College Core**

Council of Provosts Chair Elizabeth Abrams reported that the Council of Provosts will be submitting a proposal for Core courses for fall quarter at UCSC. The course will focus on reading, followed by C1 and C2 writing classes. This class would be taught at the colleges and would be specifically tailored for each college theme to teach knowledge about reading and academic ethos.

The academic ethos part of the course would focus on teaching students to be successful in academia by focusing on persistence, curiosity, engagement, and metacognition. These are learned practices which are essential to critical thinking and help students achieve their academic goals.

Teaching reading is also necessary on campus, as many students arrive underprepared for the types of texts they will be reading, and the methods for reading them. Many students also arrive with under-developed strategies for different elements of reading, such as finding the main point of a text, distinguishing between examples and arguments, and identifying and defining specialist vs. non-specialist vocabulary. In classes on campus, Core lecturers, including Writing Program faculty who routinely teach ELWR required sections, have reported that it is difficult to teach the writing requirements assigned to Core classes because of the extended challenges students have had understanding and analyzing the reading that they are assigned. Critical reading is also a factor in critical thinking and writing, as not fully understanding a text can cause the quality of written responses to decrease. The campus must recognize reading as a foundational skill that must be taught, prior to teaching writing, as it affects writing proficiency.

Sense of belonging can also affect a student's proficiency in these areas. When students struggle to feel that they are capable of doing the work that they are here to do, it becomes more likely that they will consider dropping out. Sense of belonging can help balance and counter those feelings, and it is a very strong factor for retention independent of other factors as well. It is also tied to academic engagement and fosters critical thinking and a sense of readiness for work, as students who feel a sense of belonging are more likely to engage with faculty, ask questions, and participate in classes. This is especially important for underrepresented and first generation students, who tend to have higher success rates when they feel a sense of belonging on campus. Core fosters a sense of belonging via learning communities, small class sizes, engagement with big intellectual questions and movements, and group projects.

The Council recommends that Core courses at UCSC should be inclusive of reading and academic ethos, and should foster a sense of belonging, as these are all components of student success on campus.

The floor was opened for questions.

Professor Grant Hartzog of Molecular, Cell, and Developmental Biology asked why, in the proposal, the Council appears to be against coupling the Core course with a textual analysis general education course.

Professor Abrams responded that this course would be a separate requirement. The textual analysis requirement is very specific and is really meant for higher ordered textual analysis. This would be a foundational course that precedes the textual analysis requirement, and would also provide the other two components of teaching academic ethos and fostering a sense of belonging. The Council does not yet have a fixed position on the coupling of other General Education requirements with College 1.

Interim Vice Provost of Student Success Jaye Padgett noted his support for the separation of ELWR from C1 and for the revision of Core, both of which will improve student writing. He expressed concern that the separation of ELWR from C1 would add a requirement, and that the cost might exceed the EVC's commitment of \$300,000. He expressed that these effects could be ameliorated elsewhere in the curriculum. Streamlining the writing and math curricula would help students finish those requirements more swiftly. He also re-emphasized

the importance of Core courses and learning communities as key components of student success.

**b. Professor Nauenberg, Oral Report: Dismantling of the Science and Engineering Library**

Professor Nauenberg reported that after the November 18, 2016 Senate meeting where the Senate passed a resolution regarding the Science and Engineering Library, and after a California Public Records Act request, the faculty were presented with a list of the texts that were recycled during the consolidation project last summer. The project was meant to create additional study and social space for students. The parameters for selection of texts for recycling included books that were not published or used in the last five years, and books that were not unique or had been duplicated online. The lists provided consisted of 6,190 books (approximately 23 volumes per page), resulting in a total of 140,507 volumes which were recycled. However, there seem to be some discrepancies among the lists, as the data across the individual lists is inconsistent. This raises concerns that true data about what was recycled will not be able to be found.

Another criteria for determining which texts would be recycled was whether or not a particular text was unique to UCSC, or if it could be found on other campuses. However, there were books that were recycled that did not meet this criteria.

As a result of these inconsistencies, there were some books at the library which should not have been recycled, and others--such as non-science related books and journals--that are all available online and could have been recycled without issue. There should have been better faculty consultation, and more appropriate and specific criteria set for which books to recycle prior to initiation of this project.

The floor was opened for questions.

Professor Emeritus John Faulkner of Astronomy and Astrophysics commented that the processes of using inter-library loans or finding online versions of books that were recycled are unnecessarily complicated. Before a book is recycled, it should be confirmed that it can be quickly and easily obtained elsewhere. It is also sometimes easier or more preferable to search through and bookmark items in physical books, rather than online versions.

The Meeting was adjourned at 5:15 p.m.

ATTEST:

Heather Shearer

Secretary

May 5, 2017