Long-Range Academic Plan
Submitted by: Lynda J. Goff,
Vice Provost and Dean, Undergraduate Education
December 3, 2001

EXECUTIVE SUMMARY

This proposal puts forth a number of recommendations to strengthen existing campuswide undergraduate programs over the next ten years. Although the overall costs of programs described will be about $800,000 over six years, many of the recommendations put forth in this proposal will not require additional resources. They will, however, require some reorganization of programs and improved coordination and integration between programs.

Colleges: The faculty must address issues of governance of the colleges and determine precisely what are the roles and responsibilities of faculty to the colleges. A joint Senate-Administrative Task Force should be appointed to both examine the issues outlined in this proposal and make recommendations to the campus community. Issues to be addressed are: 1) *Faculty*: Who are the faculty of the colleges, how are they appointed, what are their responsibilities, and how is their service acknowledged? 2) *Curriculum*: Should colleges continue to offer courses and curricula? Should colleges continue to determine graduation requirements and confer degrees, and should they also then set their own general education requirements of students? 3) *Infrastructure*: How many colleges will be required at the completion of enrollment growth, and how might they best be organized? How will the increase in the size of faculty be accommodated within our current colleges? 4) *University Development*: Funding is being requested to support 50 percent of a development officer who would focus on fund-raising activities for the colleges. 4) *First Year experience*: Is our existing model of college core courses the best that we can provide for our students? What other models can be considered? How might these courses be more complimentary to the needs of Divisions and Departments? Might other models be used to deliver Subject A? How can we expand the capacity of Writing in the Disciplines?

Undergraduate Academic Advising: The proposal concludes that we need to provide additional staff support for student academic advising, rather than expect faculty to provide course and curricular advice to students. The time of faculty can be better used to work with students academically and provide career mentoring and guidance. Currently 51 staff FTE are deployed in advising campuswide. Classification of staff advisors varies from Administrative Assistants to senior SAOs. The proposal suggests a model for reorganizing staff advising and providing more professional opportunities for staff advisors. It also outlines a "cluster advising program" that will require all incoming students to provide the campus with a general idea of a their academic interests. Divisions and Departments will therefore be able to obtain contact information for all students who might be interested in a particular field of study, allowing the Departments to develop specific advising programs for these students.

Co-curricular Student Academic Engagement: Additional funds are requested to support the expansion of services provided by the Office of International Education (OIE). In response to the growing interest in having students be more globally educated, and in response to the campus's plan to accommodate 1900 additional students in off-campus and summer programs, the OIE program plans to increase their student participate by four-fold over the next six years. Funds are requested to support the growth of the staff advisors required to process and oversee students participating in this program.

Internships: The proposal also requests funds to support a new Academic Internship Coordinator position. This person will be the main contact for students seeking information on academic

internships, and for off-campus people wishing to recruit student interns. The office will establish a website for matching interns with positions and will adapt new software recently purchased by the office of student employment for this database. In addition, we will establish a faculty/staff policy committee to review academic policies pertaining to internships, and to make recommendations to CEP for policy changes. We also seek funds to hire a Director for the proposed Undergraduate Research Opportunities Program (UROP) that will be modeled after the highly successful program at UC Irvine.

Instructional Support Services: One-time funds are requested to support software development to provide an efficient web-based system to support course organization by instructors.

Center for Learning Support Services: The proposal supports the efforts of the Division of Student Affairs to expand learning support services for students – particularly expanding tutoring services, test preparation services and providing more efficient means of providing placement tests. In particular, the proposal focuses on the need to further integrate and coordinate services for transfer and reentry students, and it recommends that the campus examine centering those services at Kresge College, thereby making Kresge a college specifically for transfer and reentry students.

Summary Budget Request

Project	2002 - 2003	2003 - 2004	2004 - 2005	2005 - 2006	2006 - 2007
College Development Officer		$45,000			
Advising – Colleges	$114,000[i]	$60,000	$60,000		
International Education	$106,060	$56,960			$44,710
Academic Internship Coordinator	$100,000 ($70,000 per. $30,000 one x)	$136,000			
Instructional Support		$30,000 (one-time)			
"W" Expansion			$63,336	$63,336	
TOTALS	**$320,060**	**$327,900**	**$123,336**	**$63,336**	**$47,710**

PRIORITIES:

Realizing the extent of budget cuts that the campus might be facing in the immediate future, it is important to establish priorities for the requested funding. These are as follows:
1. Advising for the Colleges. $114,000 requested for 2001-2002 may be funded over a two-year period and the subsequent positions added commensurate with increased enrollment.
2. Academic Internship Coordinator.
3. Increase funding for the Office of International Education
4. College Development Officer.
5. Instructional support (software development for course organization).
6. "W" Expansion.

Office of the Vice Provost and Dean, Undergraduate Education
Long-Range Academic Plan

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OVERVIEW

The Office of Vice Provost and Dean of Undergraduate Education was established on the UC Santa Cruz campus on July 1, 1999. The creation of this position provided the campus with a structure to help coordinate and integrate cross-divisional and cross-campus (i.e., academic and student affairs divisions) undergraduate programs. As such, this position was superimposed upon an existing structure where programs were coordinated, assessed and funded at a local level (i.e., individual college, department, program, etc.). But because of the decentralized evolution of these programs, synergies were often lost, as were opportunities for extramural funding.

Since this office was created, I have worked with staff, faculty, administrators, students and alumni to determine how to use the office most effectively to provide for greater coherence of, and synergies between, existing and proposed undergraduate programs. As my office was evolving, so were those of all the other general UC campuses[1]. I have benefited from analyzing how their offices have been or are being organized[2] and my proposed plans reflects "best-practices" garnered from these and other institutions.

All other UC Vice Provosts/Deans of Undergraduate Education have responsibility for campus-wide leadership in sustaining and improving the quality of undergraduate academic programs that require campus-level attention and coordination. For example, at UCLA – College of Letters and Sciences these programs include advising, honors, undergraduate research, academic internships, learning support services, testing services, undergraduate seminars, oversight of subject A, and the UCLA Clusters program (first year core-course like programs) and general education. A similar set of oversight responsibilities are seen in the organizational structures of UC Davis and UC Irvine with the addition of integrated studies, UCDC, research recognition and national awards, and international education programs. In addition, all UC undergraduate vice provosts & deans are responsible for submitting the annual report on undergraduate education to the California legislature and serve as their campus WASC liaison officers. The budget for these programs at UCLA (College of Letter and Sciences) is in excess of twenty million dollars and the operating budget of the Vice Provost and Dean at UC Davis is over eight million dollars. These funds are budgeted permanently to these offices and are under the control of the specific Vice Provost/Dean of Undergraduate Education.

In March 2001, my office submitted an executive summary that described the many campus-wide academic programs in undergraduate education at UC Santa Cruz, and it outlined ideas for

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[1] UCLA was the first campus to create the position of Vice Provost for Undergraduate Education in the College of Letters and Sciences. Subsequently this position was created at UC Davis, UC Irvine, UC Santa Cruz and UC Santa Barbara and most recently UC San Diego.

[2] Concomitantly with the creation of the UCSC position, the 8 Vice Provosts and Deans for Undergraduate Education formed a system-wide undergraduate deans council that meets at OP regularly.

realigning some of these programs to provide better integration and program coordination. The document proposed some realignment of current programs and offices and the funding of several new positions to provide coordination, integration, and assessment of the academic services. It also proposed the establishment of an undergraduate council that would be advisory to both the Vice Provost and Dean of Undergraduate Education, and the Senate's Committee on Educational Policy[3].

The cross-campus programs described in the March 2001 proposal included:

- Colleges – Council of Provosts, interactions with student affairs programs. Role of colleges in general education (including current core courses) and the delivery of writing.
- Advising – coordination of college advising, departmental advising, special advising.
- Co-curricular Academic Engagement – undergraduate research, internships, service learning, international education UCDC – establishment of a central "clearing house" office for linking students and faculty (research opportunities) and students and off-campus sponsors (academic internship programs).
- Instructional Support – including instructional computing, media services and classrooms, web-based instructional support, student assessment support and the Center for Teaching Excellence.
- Learning Support – including tutoring services, EOP Learning Center, testing services

This proposal and some of the realignments of programs suggested, raised significant questions among some members of the UC community. Since then, I have organized many additional workshops and meetings across the campus to consider these ideas in detail. Specifically these discussions have involved the:

- Council of Provosts (and through them, their faculty) and CAOs.
- Council of Vice Chancellors
- Council of Academic Deans
- Joint meeting of Council of Provosts and the Dean's Council
- Department Chairs (scheduled meeting January 2001)
- Academic preceptors and departmental advisors
- College Academic Officers (CAOs) and other residential life staff
- Registrar and admission staff
- EOP and learning support staff from student affairs and the faculty/staff advisory committee.
- STARS staff and other staff supporting transfer student services
- Writing faculty
- International Education staff and affiliated faculty

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[3] This council would bring together representatives from constituency groups campus-wide which deal with undergraduate educational issues. The committee would have representatives from the Council of Provosts, the academic deans, CAOs, academic preceptors, registrar's office, financial aid, media services, CEP, CTE, learning support services, international education, writing & subject A instruction, instructional computing, media services, internships and career advising, etc. It would meet regularly and develop proposals to improve our undergraduate academic programs. It would be advisory only to the Senate Committee on Educational Policy that has plenary authority over undergraduate curricular issues.

- Senate Committee on Educational Policy, the Committee on Teaching and the Committee on Budget and Planning
- Staff/faculty advisory committee of the Career and Internship Center
- Departmental academic internship, research and service-learning coordinators.
- Instructional support faculty and staff – COT, IT, Media Services, NES support, Instructional computing

I. THE COLLEGES

One of the most perplexing and important issues facing UC Santa Cruz is determining what academic role(s) our colleges will play in its future and how this role will be synergistic with the academic missions of our divisions and departments. Both the report of the Millennium Committee (1998) and the Taskforce on the Colleges (2000) concluded that the campus must find ways to better integrate the academic programs of the colleges and divisions. Both documents explored the idea that a college might be formally linked with a specific division.

Since these recommendations were put forth, the campus has proceeded to explore ways by which the academic programs of the colleges and the divisions could interface more effectively. The administrative structure and academic programs recently approved for College 9, provides one example, by establishing a direct administrative link between this college and the Division of Social Sciences. The "provost" of College 9 is an associate dean of this division reporting directly to the Dean of Social Sciences, rather than to the VPDUE, as is the case in the other eight colleges.

We are finalizing a new position description and appointment procedures for the college provosts of the other eight colleges. Accordingly, we have formally added the involvement of one or more (as appropriate) academic deans in the appointment process. The college provost position description and compensation is more analogous to that of a department chair. If appropriate (i.e., if there is a close affiliation of a division with a college such as the case in the Division of the Arts and Porter College), the college provost might serve, at the discretion of the academic dean, as an associate dean of the division – representing cross-divisional and cross-campus issues of undergraduate education.

Lastly, to provide better coordination between the academic programs of the colleges and those of the divisions, my office has changed the course approval mechanism. Now, a divisional dean must approve a college course before it is submitted to my office for approval prior to its submission to CEP.

Issues of Governance

The administrative reorganization that occurred on the UC Santa Cruz campus in 1979 removed all faculty FTE[4] from the colleges and reassigned them to departments. For several years after this, faculty members were expected to be members of a college as well as a department. However, over time, and most precipitously during the last decade, most of our new faculty members have not

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[4] With the exception of a 0.5 administrative FTE for the College Provost.

become members of colleges nor has the campus had discussions of what role if any faculty members might be expected to serve in the colleges.

This might not in itself be a problem except for the fact that the Bylaws and Regulations of UC Santa Cruz delegate to the faculties of the colleges the authority to set graduation requirements and confer bachelor degrees (section 10.1)[5]. In addition the faculty of each college is responsible for the supervision of its students who fail to meet the minimum scholastic requirements specified in the UCSC Divisional Regulations[6] (Section 12.7).

Bylaw 12.1 specifies that when the Faculty of the college is meeting as a Committee of the Santa Cruz Division (e.g., approving courses, degree requirements), only voting members of the Academic Senate may vote. In other matters, voting rights of college fellows are determined by the college's bylaws[7]. But, who are the faculty of the colleges who are responsible for these activities? Bylaw 12.1 defines that "the Faculties of the schools, the academic divisions and the colleges are composed of Academic Senate members holding appointments therein[8]. Only voting members of the Academic Senate are eligible to vote in the Faculty or Faculties of which they are members.

Thus, it is imperative that the faculty address this issue and determine precisely the roles and responsibilities of its faculty to its colleges. In turn, these must be accurately reflected in the Bylaws and Regulations of the UCSC Academic Senate. During the last year, I have met with many campus committees regarding these issues including:

The Council of Provosts (COP),
The Academic Deans Council (AAC),
The Academic Planning Committee (APC),
The Committee on Budget and Planning,
The Committee on Educational Policy (CEP),
The UCSC Alumni Council
The Council of Preceptors
Transfer/Reentry Support Council
Career and Internship Advisory Committee
College Student Governments, the SUA and GSA.

These discussions have indicated that there is great interest across the campus in examining the academic roles of our colleges as part of this planning process. The Committee on Budget and Planning will soon be suggesting a strategy by which this complicated question can be discussed campus wide. It is likely that it will recommend the formation of a joint Senate-Administrative taskforce to examine this problem and make recommendations to the campus community: This taskforce must address the following issues:

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[5] Our regulations also state (section 12.6) that when authorized by the Academic Senate, Faculties of colleges determine major requirements.
[6] Faculty decide upon disqualifications and readmissions.
[7] A survey of college bylaws by the council of provosts revealed that many colleges have bylaws dating back to the 1980s or earlier. College 9 recently completed their bylaws which may serve as the model for other colleges to use in updating their current bylaws.
[8] The only faculty holding an appointment in any college is its Provost.

Faculty and the Colleges

- Who are the faculty of the UCSC Colleges?
- How do faculty become associated with a college (elected, assigned)? May faculty be members of more than one college?
- What are the responsibilities of faculty to their affiliated college?
- How is the service to the college formally acknowledged in the personnel process?

Discussions to date on this issue have suggested that affiliation of a faculty member with a college is not a requirement but should be encouraged. Membership should be considered an honor and privilege, not a requirement and it should be for a finite period. Along with this privilege would come responsibilities (teaching, advising, mentoring, committee service (executive committee, academic standing committee) which would be assessed in the personnel process[9]. APC suggested that we develop procedures whereby individual faculty members would "contract" for service (different levels of service would be possible) to a college for a particular period of time.

Colleges and Curricula

- Should colleges continue to offer courses and curricula?
- What should be the relationship of courses offered in the colleges and those offered in departments?
- What type of courses should be taught in the colleges (writing, undergraduate seminars, skill-building courses, experimental courses which might lead to regular departmental courses, interdisciplinary courses and programs).
- Should colleges continue to determine graduation requirements?
- Should colleges continue to confer undergraduate degrees?
- What role if any might colleges play in establishing some or all of its students' general education requirements (UC San Diego and UC Merced models)?
- How are college courses and curricula reviewed and evaluated (might academic review procedures used to regularly review departments be applied to college programs?)
- Can colleges offer majors as specified in our current bylaws and regulations?
- Might colleges serve as the sites for building interdisciplinary educational and research programs (involving both undergraduate and graduate students)?

Although many of these questions have been considered by the Council of Provosts, it is time that the campus as a whole address these issues and make decisions about the future role of the colleges in offering academic programs. On November 15, 2001, the Counsel of College Provosts and the Counsel of Academic Deans met to discuss the future role of our colleges with respect to academic affairs.   The discussions of this meeting led to a unanimous recommendation that the Academic

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[9] It would be critical that all involved in the personnel process – be they department chairs, divisional deans, the Committee on Academic Personnel, ad hoc review committees and the Executive Vice Chancellor agree that service (teaching, advising, administrative) to the college is as important as a faculty members contributions to their department, division or to the academic senate.   In no way would the lack of college service be counted against a faculty member in the personnel process.

Planning Committee (APC) consider the issue of delegating the setting of general education requirements to the faculty of our colleges – along the model of UC Santa Diego and UC Merced. APC considered this recommendation in its November 28, 2001 meeting and has recommended to CBP that the campus proceed to discuss these issues and reach a consensus within this academic year. I urge the Executive Vice Provost to work closely with the Academic Senate to establish a taskforce to decide these important issues during this academic year.

Infrastructure of the Colleges

- At our growth target of 15,000 students, will our existing 10 colleges be enough to accommodate our students or should the campus build two additional colleges (Colleges 11& 12) as suggested in the LRDP?
- Should one of our colleges be a graduate college? Should it offer curricula? Should it be the site for the administration of some interdisciplinary graduate clusters?
- Should one college be designated as the "transfer student college" where support services for transfer students may be centralized and where a majority of our on-campus transfer students might reside (and off campus students use as an on-campus "home").
- Can greater synergy and efficiencies in both the physical plant and academic services be realized by "pairing" colleges administratively and academically?
- With the building of academic building 1, many faculty, particularly from the Humanities will be moving out of offices in the colleges. This will provide the opportunity for the campus to rethink co-locating faculty and programs to provide for maximum synergy and faculty interactions. How will the space in the colleges be used to provide additional faculty office space for emerging programs and to foster appropriate program and faculty interactions?

In a report issued on Colleges 11 & 12 in the fall of 2001 (co-chaired by VP Goff and VC Hernandez), the committee reached consensus that we could accommodate growth to 1,500 on-campus students in our existing 10 colleges. Each college, rather than servicing 1000 students as projected in our current LRDP plan, would provide services for 1,500. Currently two colleges have more than 1500 students and they potentially could accommodate even more with additional staff resources. This committee also strongly endorsed the recommendations of the Taskforce on a Graduate College. This committee recommended that if another college is built, it should be a graduate college where housing, services and curriculum, all of which enhance the experiences of our graduate students could be administered.

The idea of "pairing" colleges administratively and academically has been raised by several committees during the past few years, including the Isbister Committee on Colleges 9 & 10. These committees, and the Division of Student Affairs has asked if greater synergies and efficiencies could be realized if colleges that are architecturally and geographically paired, might be paired programmatically. The pairings might include:

Cowell and Stevenson Colleges
Merrill and Crown Colleges
Colleges Nine and Ten
Porter and Kresge Colleges
Oakes College and College Eight.

At present, several of these colleges are functioning administratively as pairs. Colleges Nine and Ten, as recommended by the Isbister report, have a single CAO and one Provost. This "experiment in progress" should provide data to the campus of whether this model is more cost effective and might provide for greater opportunities for program development with a greater critical mass of students, student affairs officers and faculty. Of course, it will be much more difficult to "superimpose" common academic and support structures on existing colleges because of existing traditions and differences. But the campus needs to examine this model carefully.

The campus must also reexamine how it uses colleges to house its faculty and how resituating certain faculty might foster intra-and interdepartmental programs and programs where warranted. If faculties are to remain in the colleges, and if departments are to remain coherent spatially as they increase in size, we must seek ways in which additional space to accommodate faculty in the colleges may be realized. Building of Academic Building 1 in the future will provide additional space for the Humanities and Social Sciences faculty and enable programs that are scattered among the colleges to be housed together. But what programs and faculty will go into the spaces in the colleges vacated by these faculty? Careful planning by the campus is needed.

Some colleges will have no more space to accommodate additional faculty members as their programs grow. Will we continue to fragment departments between different colleges or find ways by which faculty with common academic interests can be collocated? The campus might examine if existing classroom spaces in the colleges could be more effectively used by converting them to faculty office and department support space. This suggestion is offered after a cursory examination of class size and classroom availability data for the campus. These data suggest that the campus might be deficient in classrooms accommodating 100-200 students while having an abundance of classrooms in the colleges that accommodate 20-30 students. We should examine whether we might build new and larger classrooms and convert some of our smaller classrooms to faculty offices and support space to support the growth of existing programs.

The Colleges and University Development

Since the founding of UC Santa Cruz, 36 years ago, alumni have identified primarily with their colleges and secondarily with the department offering their major area of study. This was very true for the first decade of alumni and it remains the case for many alumni today[10]. Realizing this, and realizing that many of our pioneer class of students are now facing retirement, the campus needs to consider undertaking much more focused fund-raising for our colleges and their programs. Currently, all of our development personnel are affiliated with divisions and undertake fund-raising for department-based programs. We have no development staff assigned for specific development efforts in the colleges. Our alumni should be approached for estate planning. Our emeriti faculty also want to provide funds for programs in the colleges. But uncertainty expressed by the campus on the fate of the colleges, has resulted in several of these potential donors to defer promises or to give gifts to other entities.

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[10] This needs to be examined quantitatively. We propose to begin a mandatory exit survey of all graduating students to determine a broad spectrum of information regarding the scope and place of their academic engagement during their time at UC Santa Cruz. It should not be too surprising to find that our alumni still identify with their colleges since

My office has no funds for any development efforts. Our colleges are provided with no support for these efforts. When we restructured the position description of our College Provosts, we specifically stated that our college provosts would function as development officers for the colleges. We have requested that our development office provide coordination and training for the efforts of our provosts.

The campus can easily assess the value-added that is provided by extramural financial support by examining those colleges that have substantial endowments. Porter College's endowment is now close to four million dollars, generating over $150,000 of additional support dollars to fund academic programs that enrich the academic lives of Porter College students.

The campus will continue to lose the financial gifts that might be provided by our alumni if we do not focus more on fund-raising for our colleges[11], and if we do not clearly articulate how the colleges will contribute to our future.

This proposal requests funds to support the activities of a development officer of the colleges. The provosts have expressed a willingness to match dollar for dollar, the costs of a full-time development officer that will work with the colleges and our alumni to increase endowment and scholarship funds for students campus-wide. Approximately $90,000 (including benefits) is needed to fund this position. We request central funding for 50 percent of this position – i.e., ca $45,000 (beginning 2003-2004)

Total cost requested for college development officer = $45,000.

We also propose to establish a joint Undergraduate Dean's and Vice Chancellor for Student Affairs Council to advise our offices on development opportunities and to help our colleges increase their endowments. I have approached several alumni members of our Board of Trustees, all of whom have expressed great enthusiasm and a willingness to serve on such an advisory board. Working with Vice Chancellor Hernandez, my office will establish and charge this council during this academic year.

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colleges confer degrees, they are the homes of, at least for the first year, of all students and they provide the social and co-curricular academic programs that benefit and enrich our students.

[11] In a conference call recently with several UC San Diego Provosts, it was clear that this issue is emerging at San Diego as well as at Santa Cruz. It is not surprising since both institutions are college-centric, both are the same age and thus have the same aging alumni, and both have alumni that are or historically have identified closely with the colleges.

Colleges and the first year experience

The current situation: During the last 30 years, the first year undergraduate experience has become centered on the college core courses. The design of these courses attempts to meet certain pedagogical missions including:

- A common learning experience for students living in the same community (college).
- Small seminar type sections, which give the students a chance to discuss ideas critically.
- An introduction to college level education and an introduction to university faculty.
- Writing experience within the small seminar courses.

Initially, ladder-rank faculty (many from the humanities) developed all core course curricula. Over time, as their interests turned to teaching other courses, or they retired, other faculty members, graduate students and lecturers took responsibility for these courses. Currently, only a few ladder-ranked faculty teach in core courses. Lecturers (Unit 18 and a few SOE) teach nearly all sections[12]. Most of these instructors have experience teaching writing, and, as a consequence, the Humanities Division handles hiring of the vast majority of core course instructors.

The preponderance of core course instructors trained in writing pedagogy is a direct reflection of the emphasis that these courses place on writing. Until this year, these courses met the writing needs of students requiring Subject A as well as the students seeking to complete their required general education requirement – W (Writing in the Disciplines) requirement. As of 2001-2002, sections are offered to meet the needs of students requiring Subject A, but the W requirement can no longer be satisfied by the college core course. A student must have completed the C (Composition and Rhetoric) requirement prior to enrolling in a W course.

All core courses are taught during the fall quarter[13] for two reasons: (1) Overtime – these courses have assumed a greater role in helping students transition from the high school to university environment, and in learning to respect and work with others. Student affairs staff affiliated with the colleges emphasize the need for first year students to learn to live, work and learn; (2) Senate rules – these courses are designed to satisfy the systemwide Subject A requirement which must be taken by about 50 percent of our entering frosh. Subject A is a graduation requirement that our Senate Bylaws and Regulations specify must be satisfied by a student during the first academic quarter upon admission to UCSC[14].

With the increase in our undergraduate student population, we have reached a crisis with respect to our ability to accommodate students in fall quarter core courses. We do not have enough small seminar rooms to accommodate the ca. 150 sections of core courses offered each fall quarter. We do not have enough large lecture halls with the capacity to accommodate all students (ca. 350-400) of a

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[12] In the fall of 2000, the total number of core course sections taught was 141. 92 percent were taught by lecturers and SOE faculty (4 SOE lecturers and 77 Unit 18 lecturers. Of the 77 lecturers, 11 were post 6 year Unit 18 and 66 were pre-6 year Unit 18 lecturers. 80 percent of the lecturers teaching core course taught 1-2 sections of core.

[13] Stevenson College has a 3-quarter core-course sequence that begins during the fall quarter.

[14] It is of interest to note that UC regulations specify that this UC graduation requirement must be satisfied during the first year, not the first quarter after admission to a UC campus.

core course in an all-class meeting. We do not have the offices, computers, and other support required to accommodate all the lectures, many of who teach only in the fall core course.

In addition to these problems, departments from the sciences, engineering and social sciences have intensified their complaints about requiring incoming students to spend one third of their academic time in the fall quarter on the core course. Many see this as an obstacle to students beginning yearlong sequences that are required for entrance into their majors. They have indicated that a two-unit course, required of incoming students in the fall, would be more compatible with pre-major fall requirements. They have also indicated that a freshman seminar, either in the winter or spring quarters would be more compatible with other curricular needs than is a five-unit core course requirement[15] in the fall quarter.

The UCSC Senate Committee on Educational Policy (CEP) is in the process of concluding a review of college core courses. This committee reviewed course materials and surveyed about 700 (i.e. about one fifth of year 2000 course enrollments) core course students during the spring quarter of their first year. Generally, students who required Subject A were more satisfied with the course than students who did not require Subject A. The multi-quarter Stevenson core course and the fall quarter Oakes core courses received relatively higher marks from students than other core courses. The CEP assessment emphasizes that whatever we do as a campus with respect to the first-year experience, we should not reduce the amount of writing required of our students.

Overall, the survey showed general, although not enthusiastic support by the students surveyed. Nevertheless, it is important that the faculty of each college examine the content and structure of their core course, determine what other first-year experiences might be as important or more important, and provide mechanisms by which first year students can experience more teaching and mentoring by our ladder-ranked faculty scholars.

The faculty must be asking what academic experiences are needed by first year students, and what can the colleges do to help meet these needs, rather than simply assess the current core courses. There are many models that might be considered and I would like to suggest that in our analysis of alternate models, we separate out the issue of the delivery of Subject A, from consideration of the overall first year experience.

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[15] It is precisely for this reason that UC San Diego decided to begin all their college core course sequences (multi-quarter) in the winter quarter. In addition, they have concluded that new students in the fall quarter are too distracted to focus their attention fully on a comprehensive, academically rigorous core course (personal communication with UCSD Provosts). It should also be noted that UCSD's core courses do not satisfy the requirement for Subject A. Rather, UCSD contracts with Mesa College for Subject A instruction to its deficient students.

Subject A and other writing course requirements:

We must provide courses in writing that meets the needs of our students who have not passed the statewide Subject A exam at the time of enrollment[16]. There are many options that could be used to satisfy Subject A, either within or outside the college first year experience:

1. Encourage students accepted into UCSC to satisfy the Subject A deficiency prior to enrollment at UCSC. According to UC guidelines, a student may satisfy their Subject A requirement, prior to enrolling during the fall quarter, by taking a composition level writing course at another college or university. The campus might provide more guidance to students about programs offered in their summer geographic areas that could satisfy the requirement.
2. Provide a summer session course for students needing subject A. Students deficient in this requirement would be strongly encouraged to enroll in this course, prior to joining the campus during the fall quarter.[17]
3. Subcontract instruction of Subject A to Cabrillo College or other partnering community colleges. Students would be required to pay for these courses at the respective community college. Currently both UC Davis and UC San Diego have sub-contracted with neighboring community colleges, for delivery of Subject A to their students.
4. Provide courses that satisfy Subject A, through the UCSC writing program. Currently, nearly one half of our first year students – or about 1200 - 1500 students must satisfy Subject A upon arrival to campus. A rough estimate of the cost required to deliver Subject A via this model would be between $200,000 - $300,000.

The campus might consider offering a 3-quarter writing sequence required of all students:

• Writing 1 - "first year writing seminar" which a student could place out of if he or she had placed out of Subject A (either via the subject A exam, by AP credit, or by scoring a 680 or higher on their SAT II exam). (Offered during the fall quarter).
• Writing 2, which is our current Writing 1 course – Rhetoric and Composition. (Offered during the winter and spring quarters). Students would be required to complete this requirement before declaring their major.
• Writing 3, which is the current W course. Students could not take this course until completion of Writing 1 & Writing 2.

Some writing instructors will argue that this will effectively diminish our writing requirements for half of our students from the current three courses (core course, composition, and W) course to two courses. In a letter to the VPDUE from CEP Chair Carol Freeman, CEP emphasizes the need for

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[16] In a recent letter to the UC Academic Council, Provost King recommended that the UC Senate undertake an analysis of our current Subject A graduation requirement. The UC Senate Chair has recently called for a thorough study of this requirement, the outcome of which in time, may change this requirement. However, for the present, it remains a requirement and we must provide the means for our students to satisfy this requirement. It is remarkable to note that a student scoring 679 on their SAT II in writing is defined by UCOPE as requiring remedial training in writing. Since UC defines this level of writing as "remedial", the legislature does not provide funds to support the courses presented to meet this need (part of the UC Compact with the Legislature agreement).
[17] Because students do not receive notification of whether they have passed subject A until middle or late June, this course would need to be offered in the second half of summer session.

writing in our students and concludes that if the core course was to be eliminated, our writing requirements expected of our students would fall to the lowest in UC. It should be noted that this proposed level (two to three courses) would be similar or more than most UC San Diego colleges require. In addition, it must be remembered that our five-unit courses are to be the content of a semester course since our students take only three five-unit courses as a norm rather than the four to five course load expected in campuses offering three- or four- unit "quarter courses". Therefore a two-course sequence in writing at UCSC should be equivalent to a two-course sequence in writing at UC Berkeley or a three-course sequence at other UC campuses.

Writing 1 – "First Year Writing Seminar". This course would be required of all students who have not satisfied the Subject A requirement prior to enrolling at UCSC. To be most cost-effective, it could be developed as a large lecture course where information and assignments are given and lecturers in the writing program present the pedagogy of writing. The actual writing sections would be overseen by graduate students who have received formal training through the writing program on teaching writing at this "remedial" level. Section size should be increased from the current 22 students per section to 25 students per section[18]. To assist graduate student teaching fellows in reviewing student writing, peer review methods[19] should be utilized.

The costs: We can significantly reduce the cost of providing subject A instruction on campus by providing advice to students upon acceptance to UCSC that they should attend a neighboring community college, state university or UC during the summer before they enroll on campus and take a course to satisfy this deficiency. Our objective should be to reduce the need for Subject A on campus by 50 percent in our incoming class. The requirement that a student must take a five-unit freshman writing course during their first academic quarter, if they have not satisfied the Subject A requirement, should serve as an incentive to many students to take care of this deficiency prior to enrollment.

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[18] Most of our small classrooms are designed to accommodate 25-30 students. By increasing the number of students slightly, about 10 percent savings in costs could be realized. The writing program had an agreement from then EVC Michael Tanner to receive a certain formulaic funding base for writing courses based on a 22 student per section model. This agreement had a "sunset clause" which has expired.

[19] The improvement of student writing is positively affected by (1) providing students with the opportunity to write and (2) providing critical feedback. But since instructional resources are not infinite, the second factor is limiting to the first. The use of peer review methods, where students are responsible for reviewing drafts of other student's writing, before it is seen by the instructor, has been shown to significantly benefit both the writer and the reviewer's ability to write (see Chapman, Science Aug 31, 2001). Technology-assisted peer review methods have been developed by many across the country, including Tara Madhyastha, Assistant Professor of Computer Engineering) which organize student peer reviews and provide Adobe markup files for reviewers comments.

But assuming that we must still accommodate 1200 students in a writing 1 course as proposed above, the costs would be as follows:

Large lecture section - 200 students per section:
Six sections – one instructor per section: 6 x ($6,088 + $1,204) (salaries and benefits = $43,752

Small writing "laboratories" – 25 students per section:
Teaching Assistants or Fellows – Two sections of 25 students = 50 students per TA/TF
48 sections require 24 graduate students – at a cost of
24 x ($5,528 + $386 + $902) (salary, benefits, fees) = $163,584.

Supplies and Expenses - $3,600 ($3.00 per student FTE).

Total cost – "Stand-Alone" Subject A Course = $210,936.

This compares to a cost of delivery via the college core course of $51,846 for the Subject A tutorials and the cost of the Core Course that is the associated course for these tutorials. Currently, the cost of the core course exceeds $1,200,000 for all students in colleges 1-8. If 50 percent of our incoming students require Subject A and that to satisfy this requirement, students must take the tutorial in addition to their core course, then this implies that we are spending about $650,000 to satisfy the Subject A requirement. Of course, the core course also provides a broader educational experience than merely satisfying Subject A. This comparison is provided as a basis of assessing the cost of our current delivery system – a cost that is three times that of the proposed model[20].

Writing in the Disciplines – W courses. An analysis of our capacities to deliver W courses (conducted by my office as part of the 1999 budget initiative process) revealed that the campus faced an acute need for W courses in the sciences (particularly biology), in the social sciences (particularly psychology) and in the arts. Over the past two years, we have spent over $200,000 to develop and deliver additional W courses in these divisions, but a shortage still remains.

Individual departments have developed several new W courses and the instructors of the writing program have developed three writing in the discipline courses – Writing 102 (Writing in the Social Sciences, Writing 103 (Writing in the Natural Sciences) and Writing 104 (Writing in the Arts). These courses have very limited seat capacity (20 students per course) and the writing program has indicated that it could be possible to significantly increase enrollment in each of these classes to help satisfy campus needs.

During the next year we should expand the capacities of our writing courses Writing 102, 103 and 104 and continue to provide support of faculty developing writing courses in their disciplines. To facilitate the development of new W courses, the Academic Senate's Committee on Teaching, which advises my office on the awarding of instructional improvement funds, has set aside half of their funds (ca. $60,000) to target the development of "W" courses in departments. We anticipate

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[20] But this is an oversimplification. Currently, since the tutorials are identified as "remedial" they do not count toward our student FTE and therefore we do not receive funding for these sections. On the other hand, the core course, in which a considerable amount of writing takes place for all students, is not designated as remedial and therefore does count toward our student FTEs for which we receive funding.

that this will continue for another two academic years after which time, we will assess how effectively these funds have been used to develop new courses and the effectiveness of the courses that have been developed.

We should immediately expand the capacity of the Writing 102, 103, and 104 courses to accommodate 100 students each and if additional capacity is required, we should expand these courses further. Instead of one course of 22 students taught by an instructor, we should consider developing a course such as the suggested Subject A model where the instructor is the course coordinator and meets with the entire class once or twice a week. Graduate student Teaching Fellows, coordinated by instructors would lead sections. The cost for each class would be approximately:

One lecturer course salary ($7,030)
Two graduate students (2 sections each) @ $6,816 each = $13,632
Supplies and expenses $450)

Total cost per 100 student course = $21,112

Total cost of expanding Writing 102, 103, 104 (total 300 students = $63,336
Total cost for 600 students (200 students per course = $126,672
Cost per student = $211

Administration and Funding of Writing Program courses: It is recommended that the funds to support the three courses of writing be provided to the Humanities Division and that administration and assessment of the courses be the responsibility of this division. The campus has recently established a faculty advisory committee on Writing in the Disciplines to provide recommendations on the development of W courses, and recommendations on standards for these courses. It is recommended that this committee continue and that it provide advice and assessment to the Dean of Humanities, the Vice Provost and Dean of Undergraduate Education and the Committee on Educational Policy as needed.

Alternative models to our current core course model

Throughout American Universities, faculties are experimenting with courses and activities that provide the best educational opportunities for their first year students. The Hewlett, Carnegie and Pew Foundations have been leaders in facilitating discussions that have led to many extremely interesting and educationally innovative programs that promote the introduction of freshman to the real world of scholarship that is the cornerstone of our research universities[21]. The development of the freshman experience courses and programs has been the direct outcome of the Boyer Commission's 1998 Report[22] "Reinventing Undergraduate Education: A Blueprint for American Research Universities".

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[21] http://www.sunysb.edu/Reinventioncenter/spotlight.html. This spotlights several highly innovative freshman experience courses such as the Northwestern University Freshman Seminar, UCLA's highly acclaimed Cluster courses, University of Maryland Gemstone Program and Freshman Experience Courses at Cornell University and at Ohio University.
[22] http://naples.cc.sunysb.edu/Pres/boyer.nsf/

Our current college core courses represent a model[23] developed well over two decades ago, and they clearly were successful in meeting the needs of students at that time. But, both students and faculty have changed significantly over time[24] as our institution has evolved into one of the most outstanding research institutions in the world. Our faculty must examine what other universities are doing to promote the real world of scholarship in its youngest scholars – its first year students. It must reassess how it can best deliver a curriculum that meets the scholarship needs of today's students.

In 2000-2001 the cost of all college core courses (not including the new College Nine core course) was over 1.2 million dollars (about $366 - $400 per student). As shown above, the campus could provide the courses needed to satisfy Subject A for our students for about $200,000. This leaves about one million dollars to support freshman academic programs in our colleges. We as a faculty and as an institution must ask, "how can we use these funds to provide the best freshman general academic experience possible?" After reviewing the content, delivery and effectiveness of our current core courses, our faculty could decide that they are the best that we can do. But, there are many possible models to be considered and we need not continue to have "one model" for all our colleges. Here are just a few examples.

Departmental or Divisional Core Courses or core course sequences: At present, nearly 50 percent of our incoming students arrive on campus undecided about their major area of study and many remain undecided until the beginning of their second year. At the same time, several majors and divisions on campus have capacity to accommodate additional students (e.g., natural sciences and humanities). For example, one department recently had my office review their department majors requirements to help them determine if their loss of enrollment during the last several years had anything to do with their curricular design. Their curricular design was outstanding and the chair told me that they had no trouble retaining students in the major once declared. The department indicated that they had difficulty recruiting students into the major and concluded that they needed to work with the admissions office to find more qualified students. This department was not even aware of the vast number of students in lower division classes that might be approached and attracted to this major.

Departments or Divisions in need of enrollments might contract with a college for a certain time period (e.g. three years) to offer an exciting core course designed to attract students to the field and to provide breadth requirements in that area for students not planning to select it as a major area of study. These courses might be true I (Introduction to the Disciplines) type courses, as originally envisioned by the designers of our current general education system. Ladder-rank faculty active as scholars would be the primary instructors and graduate students would provide sectional/laboratory/field support. A prime objective of these courses would be to help students

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[23] At the time of development, a decision was made by the Admissions Office to make all core courses as similar to one another (in format and requirements) to one another as possible so that students could be admitted to a campus rather than a college. In contrast, UCSD, which has very different requirements in its 6 colleges, admit students to specific colleges rather than to UCSC as a University.

[24] See Neil Howe and William Strauss – The Millennials Rising, Vintage Press, 2000 (http://www.next-wave.org/oct00/mill.htm).

develop an early appreciation and excitement for the role of scholarship and research in the educational mission of the University of California.

The word "contract" is used since in a very real sense, this should be a contract. The college should be the recipient of an exciting freshman course and the department or division, would receive the student FTEs[25], and the teaching assistantships, and would use these courses to attract students into under-subscribed majors. To make the contract more enticing to the college, a department or division might offer additional "perks" such as having some of its faculty participate in other college events such as college night lectures, debates on current issues, faculty mentoring/advising etc. A campus-wide committee would review any such course at the end of its second year. The committee would make recommendations to the VPDUE and the Senate CEP committee for renewal or cancellation.

Such courses need not be offered in the fall quarter, but scheduled anytime during the year and required of all frosh students in the college. They could be more than one quarter in duration and at the discretion of the faculty member, could include a significant amount of writing, public speaking, library research and discussions. A college might decide to offer a choice of courses – i.e., providing these introductory courses from a number of different departments. Students of the college would have a certain number of spaces in each course guaranteed. But students from across the campus might be encouraged to consider taking any of the courses at any of the colleges. The cost of the course would be covered by the department or the division and would be offset by enrollment dollars provided to the department by the central administration.

Undergraduate College Seminars: Prior to 1997, UCSC required its faculty to teach a one- to three-unit course once every few years. This requirement created excellent opportunities for our incoming students to meet and interact with ladder-rank faculty. However, over time, many departments and faculty members either waived this requirement or satisfied it in ways not initially intended. Since abandoning this experiment, the opportunities for first year students to interact with research faculty has plummeted. Currently our ladder-rank faculty teach less than 30 percent of our lower division courses[26] (UCSC – 29 percent vs. UC Berkeley – 37 percent).

Research on factors that affect retention and academic engagement of students has clearly shown that the most important factor is the establishment of a linkage between a student and a faculty member and as was shown on the recent (2000) National Survey of Student Engagement, UCSC students they are unable to connect with faculty[27] in their first year to the same level as students at other campuses.

To increase interactions of undergraduate students with faculty members at major research universities[28], several have developed very successful undergraduate research seminars, similar to

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[25] Currently, if a faculty member from a certain department is the instructor of record of any college core course, the FTEs for all those student enrollments are credited back to their department. This should be a major incentive for departments assigning some of their faculty members to these courses but few are aware of this.

[26] UCOP data – UC 1999-2000 Distribution of Lower Division Teaching – Fundamental Courses and All Other Courses, UCOP 11/28/2001.

[27] They particularly commented on their inability to discuss career opportunities with faculty members.

[28] This model is being very successfully used throughout the country. Stanford requires at least one undergraduate seminar of each student and UC Berkeley will make this a requirement of all entering students (to date it has been an

those taught by many of our faculty when we had the one- to three-unit requirement in place. These small seminar courses serve at least three functions:

1. Introduce students to the role of research and independent scholarship and creative activities in a research university. Students learn that a research university affords them opportunities to engage in the creation of knowledge, not just learn what others have discovered[29].
2. Introduce students to areas of study and thereby they help recruit students to departments and majors.
3. Play an important role in advising/mentoring of lower division students. Studies of the role of faculty in advising and mentoring of students[30] have clearly demonstrated that (1) group advising of lower division students is more desirable from the student's perspective than traditional one-on-one faculty-student advising; (2) students and faculty form much more important advising/mentoring linkages if based on linkages established in the classroom.

UCSC Undergraduate research seminars could be two-unit seminars designed to expose undergraduate students, especially first and second year students to fields of study and research programs of the faculty. A student could be required to complete one undergraduate seminar course before the end of the second year. Ladder-rank faculty fellows of the colleges would teach these courses within the colleges, and a student can take an undergraduate seminar at any of the colleges, not merely their own college. The enrollment of these courses would be limited to 25 or fewer students and each would have an assigned undergraduate teaching assistant (enrolled in a 192 – Directed Student Teaching" course) with previous experience in the subject matter. The general format of this course would be usually a once a week, two-hour meeting with the faculty member – either in a classroom a studio, a laboratory or the field.

What might be the incentive for a faculty member to teach such a course, and what might be the incentive for a department to offer it? I propose that we compensate faculty members who volunteer to offer such a course by providing them a $2,000 stipend to be paid into their research account[31] rather than requiring it of faculty as we did in the old one- to three-unit requirement that the Academic Senate voted to eliminate in 1998. This model is similar to the very successful model employed at UC Berkeley. A department would benefit by having the faculty member participate in this as they would receive the student FTEs, students might be more attracted to their majors, and their faculty would have additional research support.

To incorporate significant writing into these seminars, faculty might consider linking these two-unit seminar courses with a two- or three-unit writing course to satisfy the W requirement. Students would have to complete their composition and rhetoric requirement before taking a combined

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elective). Brown University, Duke University and USC have very successfully incorporated this model with faculty advising/mentoring.

[29] At present, many students have little understanding of the role research plays in a research university. Few realize the opportunities that are available to them to participate in research until late in their undergraduate studies. Programs such as this at UCLA help to connect students to undergraduate research opportunities in their first and second years of study.

[30] Reaffirming the Role of Faculty in Academic Advising, Kramer, G.L. (Ed.). 1995. NACADA. 74 pp.

[31] We might build into this, the expectation that faculty members should continue to advise students in their class cohort throughout their first year or two.

seminar/writing course. These courses might be thought of as "honors writing seminars" to make them more attractive to students.

Costs: To accommodate all ca. 3000 students (requiring at least one seminar per student) of any entering class, we would have to provide 120 sections (@25 students per section) per year. Two models might be considered. In the first, all seminars are taught by ladder-rank faculty (12 per college). In the second, a mixture of ladder-rank faculty (seven per college) and graduate student – teaching fellows (five per college) are seminar instructors:

1. All Ladder Faculty Model:
Ladder Faculty Stipends (120 seminars) $2,000 stipend = $240,000
Supplies and expenses   ($200 per seminar)   26,000
Total Cost $266,000

2. Mixed Ladder Faculty and Teaching Fellows Model:
Ladder Faculty Stipends (70 seminars) $2,000 stipend = $140,000
Teaching Fellows (w Fees and GHIP) $3,408   = $170,400
Supplies and expenses   ($200 per seminar)   26,000
Total Cost $336,400

Additional costs of readers would need to be factored in if these courses were to be honors writing seminars, satisfying the W requirement.

It seems unlikely that we could launch this program campus-wide and make it a requirement for all 3000 immediately. We might try starting it in several colleges, assess its success and then, if successful, expand it to other colleges. Even though the second model is more expensive, it provides additional GSI support for graduate students. If we are to expand our graduate programs it will be very important to provide students with additional teaching fellowships – and the opportunity to gain experience in teaching by being a teaching fellow (instructor of record) for a class.

CEP should work with the faculty, College Provosts and VPDUE to establish a set of objectives and guideline for each undergraduate seminar course. Each course would require approval by the department (or dean), the VPDUE, Provost of sponsoring college and CEP.

College Community Course: Since the inception of our current college core courses, there has been a tremendous increase in the expertise brought to our campus by our student affairs professionals. Many of these individuals have graduate training and a great depth of experience in working with students academically and in other capacities in residential settings. They know how to establish communities and how to promote the types of interactions and respect that build community. At the same time we have markedly increased the number of student affairs professionals and concomitantly decreased the degree of responsibilities that faculty have for dealing with students in these capacities, our students have also changed. Today, many of our students are from groups of underrepresented minorities. Many are first generation who come from cultural backgrounds foreign to those that they find at the university. Many are the first in the family to go to college and

as a consequence, they know very little of what will be expected of them academically and culturally.

Our professional student affairs staff have worked to provide a smooth transition for these students through summer and fall orientations. But, because of the costs of attending summer orientations, many of our new students do not come to campus prior to the start of their fall quarter. Over the past few years, our fall orientation has been shortened in duration. As a consequence the first quarter core course has been asked to provide additional acclimation type presentations to new students. Thus, our student affairs staff has emphasized the need to teach the core courses during the fall quarter.

If the campus does conclude that an "extended orientation" is required by our students, another alternative that we might consider is to offer a 1- to two-unit required fall course[32] in each college to be called the "College Community Course". For example, the case of Cowell College, this course would be listed as Cowell 1 – "The Cowell Community". It would meet weekly and be taught by professional student affairs staff with input from Provosts, CAOs, invited faculty and administrators. It might serve as orientation to the academy of higher education, the University of California, UC Santa Cruz, and specifically, to the learning/living model provided by the specific college including the roles and responsibilities of students at the University (issues of integrity, leadership, student governance). Specific topics that could be included include:

- Opportunities that enhance their education (e.g., UCDC, International Education Programs, undergraduate research, academic and career internships, service learning and community service and volunteer opportunities, student leadership programs).
- Support Services (e.g., disabled student services, rape prevention, drug and alcohol abuse prevention programs, anonymous HIV testing programs, health care services.
- Issue of diversity: learning and from a diverse community; the history of minority representation in UC; profiles of today's student body; SP1, SP2, proposition 209 and UC outreach programs; Education Opportunities Programs
- Academic skill development: library and web-research skills, use of computer labs; email, web-page development.
- Community building exercises – team learning.

Cost of College Community Courses. The college provost of the sponsoring college would be the instructor of record for these courses. He or she would partner with the college CAO in designing the course and college residential life staff, the provost, CAO and faculty would be invited to participate.

Total costs: $20,000 [$2,000 per college for supplies and expenses ($7 per student)]

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[32] For most students, this course would be in addition to their normal 15 units. It should be offered for credit to that students are assured that it will count toward their financial aid.

Colleges, General Education and Student Academic Engagement: In addition to offering freshman writing, undergraduate seminars, or college-life orientation courses, our colleges might also consider setting other requirements for their students. College 9 has done so in requiring that all students complete either a language, a service-learning course, education abroad, etc. Cowell College has a long-standing computer requirement for all its students. However, if colleges are to set additional requirements of their students, CEP must consider whether these may satisfy some existing general education requirements or if existing education requirements may be waived in lieu of college requirements.

These discussions will allow the faculty to consider whether or not the colleges might serve as the agency responsible for setting general education requirements for their students (as is the case at UC San Diego[33] and soon at UC Merced). As mentioned earlier in this document, both the UCSC Council of Provosts and the Dean's Council have unanimously recommended that UCSC explore this option.

In this deliberation, the campus should also consider our current senior graduation requirement and if this should be maintained within departments. In 1965 when the UC Regents approved our previous P/NP grading standard, they required that each student satisfy a graduation requirement set by the department. Students have done so by completing a senior thesis research project, participating in a senior capstone course, or taking assessment exams (GRE, MCAT, departmental comprehensives, etc.).

This requirement has helped foster a culture of academic engagement on campus that has led many of our students to become engaged in research and other creative activities, service learning, and academic internships. All recent data from higher education indicates that these are precisely the activities that research universities should encourage in its students. And recently the UC Regents and California Legislature has requested that each campus provide real numbers of students participating in such activities.

But since adopting a conventional grading standard in 2001, several departments have approached CEP to remove the graduation requirement from certain majors. Before eliminating this requirement, the campus must carefully address its costs and benefits. It may conclude that requirements that promote student academic engagement might best be set by colleges rather than by departments. These discussions should occur as part of a broad campus-wide discussion of the role of colleges in setting graduation requirements and in determining general education requirements.

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[33] See table comparing GE requirements of the current 5 UCSD colleges – page 17 in the PDF file: http://www.ucsd.edu/catalog/pdfs/choosing.pdf. Colleges at UCSD set general education requirements that are taught by departments. UCSD offer few courses except undergraduate seminar courses (Revelle College)

II UNDERGRADUATE ACADEMIC ADVISING

During the past three years, my office has undertaken an extensive study of campus undergraduate academic advising and has concluded that a very high priority for the campus must be to improve our systems by providing more coordination and integration of the advising activities that occur between the Division of Student Affairs, the Colleges and the Divisions/Departments. Most of our undergraduate academic advising is being done across campus by our staff (fall of 2000 – 51 FTE [see table below]). The campus must determine what if any role our faculty should play in advising and mentoring of students, or, if advising should become solely the responsibility of staff. If the latter is the case, we will have to provide additional staff support for advising in both the colleges and the departments/divisions.

Since only the academic undergraduate advisors of the colleges report through my office (via the College Provosts), my purview in making recommendations on improving campus-wide advising should perhaps be limited. However, much of what needs to be done to improve advising must be approached as a campus-wide problem in need of campus-wide solutions. With the eminent transition from our current SIS system to our new AIS system, we should be able to transition to a 70:20:10 model of delivery of academic advising where 70 percent of advising is self-advising (degree audit systems, course scheduling, etc), 20 percent will require a generally trained person such as our college counselors and advisors and some department staff and 10 percent will require highly specialized advising staff such as those in EOP (financial aid advising), STARS, International Education advisors, Career Services advisors and the higher classified college academic preceptors.

During the last year, my office has been working with the Council of Provosts, the Council of Academic Preceptors, departmental advisors and other groups across campus to develop a plan by which we can improve our academic advising and provide better career development for our academic advising staff. Below are the priorities and long-range plan for improving academic advising at UCSC:

The priorities for academic advising support remain:

- Staff advising in the colleges at a level of 1 FTE/500 students. We might work toward establishing a formulaic mechanism to fund advising staff FTE at the Division level as well.
- Improve delivery of undergraduate academic advising by:
- Effective delivery of information to students to support academic planning and counseling.
- Better coordination among services provided by colleges, departments, and student affairs units.
- Creation of career development, leadership, and advancement opportunities within campus advising ranks.

These priorities reflect our goal of a campus academic advising system that:

- Provides students with timely and relevant information, taking advantage of the anticipated benefits of an improved Academic Information System,
- Enables proactive monitoring of student progress to improve retention and graduation rates, and
- Creates a framework that elicits and incorporates faculty participation in undergraduate advising.

These priorities and goals, which were justified in last year's resource request, have been supported by the result of surveys and analyses of advising activity conducted by the Dean of Undergraduate Education's office in collaboration with campus advising staff and the college provosts. During the last year, we have taken the following steps toward achieving these goals:

- Completed a comprehensive inventory of campus academic advising services and staff.
- Convened an advising council and taskforce with staff and faculty representatives from the colleges, academic divisions, and student affairs units to guide reforms.
- Improved monitoring of results of academic standing review in the colleges. The college preceptors and registrar have worked together to develop a new academic standing review process under the GPA-based academic standing regulations recently adopted by the Academic Senate.
- Tracked workload in college advising offices to guide revisions in processes and policies.

The next steps toward these goals are:

- Organize early advising for undergraduates in advising clusters that will facilitate major affiliation and monitoring of academic progress.
- Support collaboration among advising staff to share best practices among units.
- Increase activity in staff training and career development.
- Assess the effectiveness of academic advising (among other things) in an exit survey required of all students when they file their intent to graduate forms.

Advising Clusters: My office is working with the Admissions Office, CEP, advisors and faculty to delineate broad interest areas that students will self-identify at the time they file their SIR – Student Intent to Registrar form in the spring before they enroll. These areas will be very broad and will be defined from the students' perspective[34] rather than the organization of the institution. We will be

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[34] The student is not being asked to declare a major. But rather, he or she is being asked to give us a broad idea of their general interest area or areas. Advising clusters encompass several existing majors but are not themselves majors. Clearly in the example above, we have no Communications program or major. And many students have elected not to come to UCSC because of this. But, by setting up an advising cluster in this, we can reinforce to students that they can study a major that will be related to their interests in communications. Likewise, we do not offer an undergraduate major (though we do a minor) in education. But, by knowing which students come to UCSC interested in eventually going into education, our education department can do a better job reaching and advising these students, and in working with other departments on campus to integrate education into existing curricula where appropriate. By thinking of our majors as clusters of areas of study that fit logically together (from the student's perspective), rather than presenting our

working with faculty and students this year to develop these advising cluster. Some advising clusters might include for example:

- Arts;
- Business and Global Economics;
- Communications (creative writing, journalism, languages, literature, linguistics;
- Education;
- Engineering, Computer Sciences and Mathematics;
- Environmental Sciences (areas of study include ecology, evolutionary and behavioral biology, plant sciences, marine biology, oceanography, geology, environmental toxicology, conservation biology, environmental policy issues;
- Liberal Studies and Area Studies (history, English, Philosophy, Women's Studies, Latin America and Latino Studies, International Studies, American Studies, Jewish Studies);
- Life and Health Sciences (areas of study include biochemistry, molecular biology, pre-medicine, pre-veterinary medicine, women's health, microbiology, and public health;
- Physical Sciences (chemistry, physics, astronomy, astrophysics); and
- Social Sciences and Psychology.

Students may elect up to three advising clusters. From the SIRs, the Admissions Office will forward a "listserv" to appropriate divisions and departments so that they can contact students for advising and recruitment opportunities.

Support collaboration among advising staff to share best practices among units. We will organize quarterly meetings of all 70 staff advisors from across the campus to share in best practices and information. As we evolve our CAP positions described below, these individuals will assume responsibility for convening these meetings and setting an agenda. We will seek staff development funds from supervising offices to assure that all staff advisors are able to attend a professional advising conference (e.g. UC Systemwide Advising Conference, NACADA) regularly and that once AIS is developed that all staff advisors receive training in its use and computer upgrades required to utilize this system.

Increase activity in staff training and career development: With a more integrated approach to advising campus-wide, we must provide opportunities that will enable our staff to advance professionally. The following are conclusions reached by Dr. Terri Koreck who served in the capacity of Campus Advising Coordinator during academic year 2000-2001.

- During academic year 2000-2001, the campus employed 51 FTE staff (65 individuals) in all advising (see below Table).

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majors in the context of our institutional organization – in divisions, all this may make a great deal more sense to 17 and 18 year old students, many of whom are the first in the families to go to university.

- Advisors were classified in positions as Admin Assistant I, II, III, and SAO I – IV.
  - Generally the most highly classified advisors were in the Division of Student Affairs (all SAO 1-IV) and nearly all individuals have 100 percent of their FTE dedicated to advising.
  - College Advisors (Academic Preceptors) are classified as SAO I & II.
  - Departmental advisors are classified at a significantly lower level – most being Adm. Assistants with only a fraction of their FTE dedicated to advising[35].

- There is relatively little opportunity for staff development and advancement opportunities for most of our advising staff.

- There are no regular means by which all advisors meet jointly to exchange information[36].

- There is little assessment of the advising staff in terms of their information content and their ability to relay this information to students.

- There is little coordination of the type and content of information provided to students by different advisors.

- There is relatively little involvement of ladder rank faculty in day-to-day advising of students although many faculty participate in campus advising activities (fall orientation, Preview Day, Banana Slug Spring fair, advising day).

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[35] Our lowest classified advisors (mostly administrative assistants I and II) are within academic departments and for most of these individuals there are few opportunities for career development within these positions. In most cases, departmental advising is only part of their position responsibilities.

[36] DAG or the Department Advisory Group brings together department staff monthly to discuss issues impacting departmental functions. The Council of Academic Preceptors likewise brings college advising staff together regularly. What is missing is any format which brings all staff together regularly for training and information exchange.

Table I. Distribution of staff undergraduate advising FTEs
(Data from fall 2000):

Academic Unit	Number of Staff Advisors	Total Staff FTE	Number of students advised or declared	Students per advising staff FTE
Arts Division	5	2.5	786	314
Engineering	4	1.65	393	220
Humanities	10	3.36	825	245
Natural Science	7	3.44	777	225
Social Sciences	8	3.78	2309	610
Colleges	19	20	11,047	590
Education Abroad Program	4	4	1000+	250+
Career Service	4	4	?	?
EOP	5	5	?	?
STARS	4	3.3	?	?
TOTAL	**70**	**51**		

The costs of improving campus-wide advising

During the last few years, my office has focused on stabilizing the advising situation in the colleges that had reached near crisis proportions because for several reasons:

1. The number of students requiring advising services of the colleges had grown markedly during the past decade but during this period, no academic advising staff had been assigned to the colleges.
2. The role of our faculty as college advisors diminished markedly after the 1979 reorganization of the campus. Faculty were not expected to advise in the colleges and thus more and more of the general advising, monitoring academic standing and minimum progress, providing career advice, evaluating students for honors and the satisfaction of degree requirements, campus orientation and approval of various academic petitions fell to the college staff.
3. The transition in our grading system increased the load significantly on our staff advisors. Policies and practices have had to be altered to enable a smooth transition for new and continuing students. In addition our advising staff has been very busy in helping the campus identify academic procedures that need to be simplified before they are imprinted into our new AIS system.

In response to an initiative sent forward last year, the Campus Provost indicated his intention to provide $228,000 of permanent funding in College Academic Affairs Staff in the two-year period 2001-03. $114,000 was provided for 2001-02 and an additional $114,000 was indicated for 2002-03. These amounts were sufficient to fund salary, benefits, and support for two new advising FTE in the Colleges in the first year and two additional advising FTE in the second year.

These FTE represent the first new permanent additions to the college academic affairs staff for more than 10 years. With these allocations confirmed, staffing level in the original eight colleges will have caught up with the actual and anticipated growth in student workload. This will enable us to improve our system for supervising and advising undergraduates, a task that has previously been thwarted by chronic understaffing. We anticipate that new marginal growth in the undergraduate population will be addressed by the staffing of Colleges Nine and Ten. In the discussion below, I describe the use of the first year's interim allocation. I then outline the anticipated effect of the second year's allocation.

Allocation for 2001-02: Of the $114,000 allocation of permanent funds provided for the current year (2001-02), only $18,000 represented new funds. The other $96,000 was money already in college budgets, money that had been allocated as three years of soft funding to "bridge" each college from its historical staffing level to a more sustainable model. These bridge funds were originally allocated $12,000 per college and deployed largely to provide soft funded appointments or augmentations for advising staff to address the increased student workload.

Though the increase in permanent funding in 2001-02 was very welcome, the fact that it did not represent totally new money meant that the strategies for allocations in the short term was heavily influenced by the fact that commitments had already been made for those funds. During the summer of 2001, these funds were reallocated to accomplish our then top priority: avoiding an actual decrease in advising effort due to the change in policy for funding benefits for temporary positions. This goal was achieved, but at the cost of an allocation strategy that paralleled the across-the-board distribution of the underlying bridge funds allocation rather than one that addressed the workload differential among colleges (as represented by the number of affiliated students).

Allocation for 2002-03: In distributing the 2001-02 allocation, we achieved a stable foundation in each of the colleges on which we intend to build more imaginatively with the allocation for 2002-03 to support the improvements described above. The $114,000 of new permanent funds, the equivalent of two SAO 1 positions, will provide additional staff to the advising effort as well as resources to support improvements in the campus advising system through the creation of leadership positions in the advising staff.

The likely distribution of these funds will be to create at least one entirely new SAO position for an academic advisor, to address the remaining workload imbalance at Crown and Porter Colleges, which already serve 1500 students, well above the average level of 1250 for the colleges as a whole. The remaining funds would be used to move toward a staff model for the colleges considered that will address both the need to cover day-to-day operations in collegiate advising and also the need to address the more strategic goals of improving practices and providing training and development. I believe that in this way, advising in the colleges will improve and those improvements will benefit campus advising as a whole.

Linking department advising to college advising: CAP = Chief Academic Preceptors. In particular, over the next 5 years I propose to create a small number (5) of "chief academic preceptor" (CAP) positions. These positions, though residing in the colleges, will be responsible for coordinating college advising with that of a specific division, or, advising cluster. Each CAP position would have an expertise in a specific area of advising (i.e., social sciences, natural sciences, the arts, engineering, the humanities) and they would be responsible for assuring that all advisors, be they in the colleges, student affairs or the departments, be constantly updated on changes in their areas of responsibility. They will be responsible for overseeing the advising staff in their associated college and would form the Counsel of Academic Preceptors. The nature and distribution of these responsibilities will be worked out with the relevant staff and their supervisors. This move will allow us to bring the effort of experienced staff to our priority goals: improving delivery of information to students, coordinating with advisors in other campus units, and organizing training and development opportunities for all advisors.

Ultimately the campus should strive to reclassify all academic advisors, be they departmental or college into the SAO series. This series might be established to delineate SAO Is as "academic advisors", SAO IIs as "academic preceptors[37]" and SAO IIIs as "chief academic preceptors" with campus-wide responsibilities in addition to their responsibilities to their colleges and associated academic divisions.

Academic Divisions might consider centralizing advising at the Division level to enable staff to be classified and paid as full-time academic advisors (primarily SAO I positions) in the SAO series. Centralizing these positions would promote better coordination in information delivery, better review procedures by the divisions, and clearer reporting lines. It would also greatly facilitate the communication and integration of divisional/departmental advising with our college and student affairs advising.

Timing/Opportunity Costs. Given the current budget climate, it has seemed wise to limit this resource request to the level of support anticipated in last year's preliminary plan. However I want to stress the importance of confirming the intended level of support even in the current situation.

As discussed above, the effect of last year's allocation, while welcome, essentially stabilized an unstable situation. It did nothing to improve the advising effort; it simply avoided the retrenchment that would have been needed to address the increased benefits cost. I think that the steps taken last year create a context in which rapid improvements can be made in academic advising across the campus. Actions underway this year have already created some momentum in this direction, but failure to confirm the second year of this allocation will seriously dampen that momentum.

Without the additional advisor position and the means to acknowledge and support the leadership of the most experienced campus advisors, we cannot expect to draw efforts away from day-to-day operations to provide the attention necessary for an effective response to changing circumstances and overall improvement.

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[37] SAO II would have more training and responsibilities for accessing student records in our SIS or AIS system. SAO I academic advisors would be the front-line advisors who spend most of their time with students.

In brief, I have developed a plan based upon last year's interim budget allocations to stabilize and improve college academic advising. I ask that you confirm that allocation so that we do not lose this opportunity to make substantive changes and improvements in undergraduate academic advising. This will require confirmation of the allocation made last year and an additional allocation of $114,000 of new permanent funds.

Funds requested for 2002-2003: $114,000

In the future, we will be working to retrain and reclassify our college advisors to establish the SAO series described above. Relatively little new funds will be required to do this. As senior SAOs retire in the next few years, we will replace them with beginning SAO I academic advisors. The cost savings realized will help offset the increased costs needed to fund the described CAP (SAO III) positions.

Funds needed in the future: 2 additional SAO I positions commensurate with student enrollment growth at a ratio of 1 SAO: 500 student FTE. These positions will not be required until 2004-2005.

Funds requested for 2003 – 2005: $120,000

A bigger and more costly problem looms in the future for our academic divisions and departments. We need to determine if our students might be better served in their departments by department faculty advisors, or by better trained and compensated professional staff advisors. I strongly urge that the campus move to a professional staff-based academic advising system and preserve the time of its faculty and encourage the faculty to spend that time teaching undergraduate seminars and or mentoring students in the laboratory, studio or classroom. If the campus decides to adopt the latter model, then we will need to consolidate partial advising FTE's from departments, reclassify these positions from the current Administrative Assistant to SAO I positions, and restructure reporting lines accordingly. We will also need to determine the appropriate ratio of staff advising FTE to student FTE at the divisional/department level. The ratios reflected in Table I include only the declared majors in departments/divisions. If one factors in the students interested in a major, but not yet declared, the number of students to advising staff FTE increases markedly.

We anticipate that when the new AIS system comes on line, we will be able to transition to a 70:20:10 service model. The degree audit module that is planned for this system will be the last module to come on line (perhaps 2006-2007) and it will not be until this is in place and other advising processes become web-based (e.g., centralized record keeping, declaration of major forms, petitions for extension, withdrawal, readmission, course availability etc.), that we will be able to reduce the load on our advising staff. And even when this comes on line, few of us anticipate that it will reduce the need for these highly trained professional advisors. Rather, they will be able to spend more time with those 30 percent of students that will need their one-on-one help and guidance. It will also simplify many circuitous procedures that are now in place that frustrate both our students, and advising staff.

III.   CO-CURRICULAR STUDENT ACADEMIC ENGAGEMENT

International Education:

The Office of International Education's mandate is to strengthen the campus commitment to International Education, to foster diversity among EAP participants, to provide quality service to the campus in the recruitment and retention of foreign faculty and researchers, and to ensure that UCSC remains a key player in the area of International Education. OIE's ten-year plan is designed to aid campus efforts to free up to 1000 on-campus classroom and housing spaces; to reduce average on-campus time to degree; to increase enrollments faster than infrastructure growth; to increase UCSC access to growth-based funding; to aid divisions and departments in recruiting and retaining distinguished foreign faculty. With these goals in mind, OIE submits the following long-range planning proposal.

Immediate priorities are to:

- Establish and maintain necessary staff expertise, resources, and space to meet the challenges created by student and foreign faculty/scholar growth

- Collaborate with departments, colleges, and divisions on an EAP articulation plan to go into effect by July 1, 2002. Our goal is to have all departmental catalog descriptions include EAP courses as part of the major coursework by Fall 2002.

- Increase participate to 1000 students in EAP and non-EAP study abroad programs by 2010[38].

- Develop a recharge proposal to fund staffing for immigration services to international scholars and faculty. Implement an immigration education program for departments and divisions to streamline immigration processes. *(Foreign scholars 2001: 238; foreign scholars 2010: 400)*

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[38] Currently the OIE sends about 350 students (about 250+ FTE) overseas mostly under the education abroad program (EAP). To increase the number about four-fold, we will need to provide programs that serve the student's needs and do not add to the length of time to degree. Several programs are being launched by UCEAP that will enable students to go abroad at times other than their junior year and to stay for one or two quarters (i.e., the new language and culture program enables students to go abroad as early as the summer following their frosh year and to participate in a 1-2 academic quarter program. Others are being developed that provide students with concentrated course and research opportunities in their major. The courses are designed to be totally articulated with their local departmental requirements (e.g., Reef Ecology Program at the University of Queensland). In addition, we are working locally and at system-wide to develop an articulation agreement that would provide students with general education credit for coursework taken abroad through a sponsored international education program. Through a survey of students we have learned that the number one deterrent to students deciding to go abroad to study is that they have no guarantee that any of the course work that they take abroad will count toward either their general education or their major. Upon return from studying abroad, the student must go through the bureaucratic nightmare of petitioning the registrar for course credit. Usually workload credit is provided, but often little more. This effectively increases the time to degree for students participating in this program and decreases our overall student throughput at an institutional level. We will also be developing programs targeted at providing students with internship opportunities abroad and we will target the development of programs that provide international educational experience for our graduate students.

- Implement new, federally-mandated electronic tracking systems for foreign students and scholars in response to the events of September 11, 2001 (SEVIIS) *(Foreign students 2001 389; foreign students 2010: 1,000)*

- Continue to participate in statewide efforts and professional organizations to maintain immigration and regulatory expertise.

- Increase campus participation in the Fulbright Grants Program. (OIE's goal is to increase the number of Fulbright applicants to 30 and recipients of Fulbright grants to 5 by 2010).

- Expand and develop technological resources to increase staff productivity, client access, and the effective delivery of information, data, and online forms.

Infrastructure and funding needs: The Office of International Education (OIE) ten-year strategic plan is predicated upon immediate funding of OIE staff to 100 percent FTE in academic year 2001-02 (there are five permanently funded employees, only two of whom are full-time; and there are two sub-2 advisers (EAP/Fulbright funded through UOEAP) and a dedicated budget allocation to support federal, state and local mandates (see Appendix 1 – Office of International Education, Comprehensive Statistics). The measures taken in 2001-02 to abate deficit spending – reduction of 1.26 staff; removal of phone lines; cancellation of institutional memberships for NAFSA, IIE (Fulbright) and Interpreter Releases (federal regulations); elimination of representation at statewide immigration meetings; of internet expertise and website maintenance; curtailment of some recruitment strategies, and the cancellation of water service – have detrimentally affected the office in terms of risk management, service provision and staff morale. Our funding targets for 2002-2010 assume that an immediate investment is made to convert non-permanent career staff to permanent 100 percent FTE in 2001-02.

2001-2002
- The conversion of non-permanent career staff to permanent 100 percent FTE Program Assistant
- Increased Services of immigration attorney Eric Yap, Esq.

2002-2003
- Technical Support (responsibilities: integration of SEVIS into the Academic Information System, maintenance of unit web-site, development and maintenance of systemwide database interface; oversee access online applications, development electronic production of visa related documents)
- Foreign Student/Scholar Advisor

2006-2007
- (see projected staffing structure of OIE in Appendix 2)
- OIE Coordinator of Operations (Program Asst. III)
- Exchange Program Adviser: to provide advising and administrative support for exchange programs (domestic, non-EAP, and faculty/department/division initiated)

Space:

OIE request that Rooms 201, 211, 101, 103 and 111 be assigned to OIE. At present OIE is spatially constrained to accommodate new staff and technological innovation; the office has no handicapped access or confidential advising space. First floor offices will allow OIE to provide services to mobility-impaired students). Additional space can be added as the demands of OIE increases.

Overall funding requested:

(See detailed funding requested in Appendix 3).

Year	One-Time funds	On-Going funds	Total	
01-02	$40,922	$151,156	$192,078	Includes deficit off-set
02-03	$18,448	$ 87,612	$106,060	
03-04	$ 7,474	$ 49,486	$ 56,960	
06-07	$ 3,474	$ 41,236	$ 44,710	

Accountability: OIE's accountability will be measured by the following criteria:

- Initiation of a campus-wide procedure for comprehensive assessment of OIE's service to the campus: this procedure would include customer-satisfaction surveys of all clients, self-study of all aspects of OIE activities, and a written report submitted annually to the Vice Provost and Dean of Undergraduate Education;

- Improved recruitment strategies to increase diversity among EAP participants;

- Improved information and communication lines through the development of an OIE quarterly newsletter;

- The development and implementation of immigration workshops; study abroad fairs; and high school and community college outreach programs;

- Work collaboratively with departments, divisions, colleges, and other units in support of the campus' academic mission;

- Strategic use of technology, particularly internet and electronically generated forms, to improve the unit's timeliness and efficiency in providing services to the campus (including the implementation of SEVIS tracking and reporting system);

- Staff satisfaction: measured by retention of quality staff, effective staff training, and excellent client satisfaction ratings;

- Implementation of a strategic plan to generate external resources (particularly student scholarships for study abroad) by 2005.

Undergraduate Research and Academic Internships[39]:

UCSC has long had a tradition of fostering undergraduate research and other creative scholarly activities. However, a recent survey of students has revealed that most undergraduates have little knowledge of opportunities to become engaged in research and they do not know how to find out about these opportunities. Other UC campuses have addressed this problem by establishing one or more (UCLA has two) offices of undergraduate research. The model in the system is the Undergraduate Research Opportunities (UROP) program at UC Irvine. This program and the others in UC provide students with a place to go (both virtual and at a real location) to obtain information about what research opportunities are available, how they might obtain funds to support their projects, how they go about becoming part of research projects and what are their expectations and responsibilities.

They also foster the publication of student research (in journals and at web-sites), interface students in state and national events that showcase undergraduate research, and coordinate campus-wide student recognition events (undergraduate research symposia etc.) which draw the attention of the campus-wide community to contributions that undergraduates make to the research enterprise[40]. In addition, these offices serve to coordinate Foundation and private fund-raising activities that support the activities of undergraduates participating in research. In the past several years, the research offices of UCLA and Berkeley have both been successful in establishing multi-million dollar endowments that provide substantial support for undergraduates undertaking research activities. The UROP program of UCI also has been very successful in establishing centralized funds to support undergraduate research. In addition, these offices also help to coordinate campus-wide, federally funded research opportunities such as the NIH-funded programs MBRS and MARCS and the NSF-funded CAMP, programs that on this campus are currently administered in the Division of Natural Sciences. These offices have also taken administrative responsibilities for the new UCLeads program which, like the NIH and NSF programs, provide opportunities for the engagement of minority students in research with the goal of increasing their competitiveness in going on to and succeeding in graduate school.

Equally important to the needs of today's UC student is the opportunity to participate in academic internship programs[41]. UC Davis leads UC in providing academic internship opportunities for their

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[39] Service Learning might also be part of this discussion but currently most of this occurs in programs administered by the Division of Social Sciences. The central resource office proposed in this document could direct interest students to these for-credit programs as well as other volunteer programs coordinated by the Division of Student Affairs.

[40] A recent study conducted by the UC Office of Research reported that, last year, over 57,000 undergraduates participated in a structured research project in collaboration with a UC faculty member.

[41] Academic internships provide students with opportunities that further their own academic development by placing them in positions off-campus where they can contribute as researchers or in other academic ways. Internships may be paid or unpaid but in all cases, academic credit should be provided. Academic internships are structured to provide students with opportunities for reflection and assessment and are sponsored by a faculty member who is responsible for providing the end of quarter assessment of the student.

students. Last year, over 3000 UC Davis biological sciences students participated in academic internships and over 6000 UC Davis students campus-wide participated in this program. Not only do such academic internship programs extend and expand opportunities for an institution to provide structured research opportunities for its students, they also provide ultimate career possibilities for many of these students who continue with their internship sponsors as employees. An added benefit of these programs is that they form stronger alliances and mutual respect between the University and internship-sponsoring partners and as a result, new sources of external support for the university are often realized.

Although currently UCSC has several undergraduate internship programs[42], some of which offer academic oversight by faculty and academic credit to the student, the campus needs to establish an office that oversees this program and works with faculty and the academic senate to delineate policies to govern these internships. Academic internships could be a major initial focus of the academic programs offered both at the Silicon Valley Regional Center and in our expanded summer session offerings.

The recent Pew Charitable Trust National Survey on Student Engagement in which we participated, makes clear that our students want more opportunities such as those afforded by academic internships to develop their career goals and become connected to the world outside the university that they will enter as an employee once they graduate.

This proposal would establish an Undergraduate Research Opportunities Program that would coordinate and provide access to all campus-wide programs in undergraduate research including academic internships and service learning programs. *Specific programs would continue to exist in divisions and departments and the Center would advise students on opportunities, interface them with appropriate programs and opportunities, and would work with corporate, government, and NGO sponsors to arrange academic internships.* Accordingly this office would be the portal through which students would find out about research and internship opportunities and it would be the contact point for people off campus wishing to establish internships on our campus. This office would also be responsible for coordinating the administration of all awards which recognize student academic achievement (Rhodes, Strauss, Phi Beta Kappa, etc.) and would coordinate UCSC Student Achievement Week and UC Day where the research of UCSC students are showcased. In addition, the Director of this program would be expected to be an active fund-raiser in support of student scholarships to support their participation.

Costs, Space and Timetable for development:

Logically, we would begin to develop this center by hiring a Director who could hire the other staff required. But, because of our current budget climate, and because of the expressed need by our students and surrounding community to provide more academic internship experiences, I recommend that we begin to develop this program by tackling the issues of academic internships.

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[42] The career/internship office (in the Division of Student Affairs) recently compiled a list of all campus internship programs. Some of these programs are academic internship programs but others are merely work-placement programs that have no academic components and are not for credit.

Establishment of a Policy Committee

I have established a committee including internship, research and student learning program coordinators from across the campus and this committee will begin to examine policy issues that require addressing before we launch this program. These policies will be examined during academic year 2001 – 2002 and my office will bring the recommendations to UCSC Senate Committee on Educational Policy for their discussion and approval. The issues that this committee will examine include:

- What is the difference academically between an academic and career internship?
- What responsibility do our faculty have in approving internships, approving internship credit for majors and in providing evaluations of intern performance (in partnership with the internship supervisor.
- How will the campus track internships?
- Will academic internships be graded?
- Can students receive pay and credit for the same internship?[43]
- Who will have access to our internship database?
- How will workload or major credit be established for internships? Can zero-credit internships be offered (no workload credit but the student receives an evaluation)?
- Intellectual property rights, confidentiality agreements – and the rights and responsibilities of the student intern (resource on these discussions will be Research VC Robert Miller).

Hiring an Academic Internship Coordinator.

Even considering the immediate dire budget constraints, I urge that the campus authorize hiring of an academic internship coordinator (AIC) during 2002-2003. This person will be housed in the new Career Center and will have a direct reporting line to the VPDUE and a secondary reporting line to the Director of the Career Center, Barbara Bedford.

The new AIC would establish work with existing computer technology specialists the Career Center to modify the new Student Employment web-based system, which matches prospective students and employers to accommodate academic internships. We will need some one-time funds to pay for the software modifications required[44].

The AIC would work with department based staff and faculty and the community to develop more academic internship opportunities for our students. The AIC would be the point person on campus to receive off-campus inquiries about student academic internships and inquiries from students about availability of academic internships.   This person would be responsible for tracking academic internships and providing assessment to my office yearly on participation rates and student

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[43] This is an interesting question. UC folklore says that students cannot receive payment and credit for the same internship experience. But, nowhere is this formalized and other campuses certainly offer both to their students for these experiences. For many of our students who must work to stay in school, it is critical that this policy be spelled out so that students can participate in these activities and simultaneously be paid for their work.

[44] The Career Center computer specialist, Mr. Pete Norton indicated that this modification could readily be done for about $20,000 or less.

evaluations of the program. The new advisory committee for the Career Center (faculty and staff) unanimously endorsed this overall plan at a recent (early December 2001) meeting.

Funds requested in 2002 – 2003:	
Academic Internship Coordinator (SAOIII)	$52,000 plus benefits
Software modification costs (one-time)	$20,000
Computer for SAO III	$ 3,000 (one time)

Hiring a Director and Administrative Assistant for the Undergraduate Research and Academic Internship Program.

In academic year 2003-04, or when budgetary constraints allow, we will hire a Director for the Undergraduate Research Opportunities Program (UROP). The position of Director is modeled after the Director at UCI who is an academic coordinator/director with a strong background in research and in working with students and faculty. Under the general direction of the VPDUE, the Director of the Undergraduate Research Opportunities Program (UROP) is responsible for the overall management and direction of research and scholarly activities by undergraduates campus-wide and those that occur through campus-sponsored off-campus academic internships.

Once in place, the academic internship coordinator would report to the Director of UROP. Together they would establish a web-based center to direct students into faculty, departmental and industry research opportunities both on campus and off-campus. The Director would also be responsible for organizing activities which showcase student research such as UC Day in Sacramento, Student Achievement week, Scholars Day, the Director would also organize campus-wide workshops for research students in how to present a poster or platform presentation at a professional meeting, grant writing for federal agencies, grant writing for non-profit agencies, and strategies and practices of applying to graduate school, the Director would also be expected to develop funding requests to foundations to support undergraduate research, service learning and academic internship programs and would work with faculty to facilitate their applications to such programs as NSF and NIH which provide funds for undergraduate research to currently funded PIs. Lastly the Director would be available to assist existing programs in assessment required by their funding agencies.

Funds requested in 2003 – 2004:	
Director – UROP (Senior Academic Coordinator)	$70,000 plus benefits
Administrative Assistant for Director	$30,000 plus benefits
Computers for Director and Adm. Assistant	$6,000 (one time funds)

IV. INSTRUCTIONAL SUPPORT SERVICES

A. Development Of A Web-Based Course Organization System

The challenge: Instructional support services encompass a large number of activities that occur across the campus in departmental and divisional offices, CATS office of instructional support, media services, transportation, library, printing services and others. Discussions during the past three years with faculty, graduate student teaching assistants, graduate deans, departmental staff assistants, instructional technology staff and members of the academic senate's Committee on Teaching have emphasized the need for better coordination of services to all our instructors. These services include such things as:

Activity	Contact Required for Action
course syllabi preparation	department
course approval information to CEP	department - CEP
classroom time and space	department – registrar (schedule 25E)
audio/visual equipment	media services
server space and software needs	CATS
booking of computer laboratories	CATS – Instructional Services
studio/library or laboratory space needs	Department, library
copyright permission for use of published material	Publishers
ordering textbooks	Bookstore
library reserves	Library
copying/printing services	Printing Services
field trip bookings (transportation and insurance)	Transportation Services, legal services
writing support	Writing in the Disciplines Office (Draper)
developing course web-pages	CATS – faculty instructional support
organizing WebCT course space and technology applications	CATS – faculty instructional support
alternative exams (time and space) for disabled students	Disabled Student Services
tutoring and special advising needs of students	EOP Office
issues of academic integrity (Turnitin.com, procedures for reporting, etc.)	CATS – faculty instructional support College Provosts (procedural issues)
instructor evaluations	Department and/or Center for Teaching Excellence
grading of exams in large classes (use of Scantron and WebCT technology	Media services or Center for Teaching Excellence (recharge)
grade sheets	Department - Registrar
student evaluations (NES)	Department - Registrar

Imagine yourself a newly minted assistant professor, trying to organize your first course, for the first time. How do you find out who to call or email? How much time will you have to spend trying to find out who to call when all you get (if you are fortunate) is someone's voice mail? Now,

imagine yourself, five years from this time, teaching the course for the fifth time. You know the ropes, know who to call, know that you can place much of this organizational burden on the departmental office administrative assistants. The point is that all this takes an inordinate amount of time either for the instructor or for the departmental staff person. And after a course is taught once, much of the infrastructure will not change perceptibly but yet, the time required to set the course up once again, does not decrease perceptibly. Time spent inefficiently here, takes away from the time instructors can spend with their students, or that staff may spend in other support activities of our faculty and students.

The solution: Each group that I have met with over the past 3 years to talk about this issue, has concluded that the use of technology to help make course organization much more time efficient for both our instructors and our staff, would be highly beneficial to the campus. We propose to develop a web-based course organization site that will be part of the faculty portal currently under development. An instructor or staff would simply go to a template and submit all requests at one web site. The requests (i.e., for equipment, space, tutors, readers, evaluation forms, transportation, etc. needs) would be automatically sent to the appropriate campus entity for action. The faculty member would receive via email a confirmation or receipt and action. When the course is repeated, the instructor would simple indicate that no change is needed, or would change the specific action items.

We will need to develop a campus-wide system that would support the described system. The web-based software would need to be developed with a user-friendly interface. Units delivering services would need to have automated systems to support receipt of web-based requests and to provide email confirmations automatically.

Web-based Support of Student Evaluations (NES).

We recently hired Mr. Chris Lee, previously a software applications specialist of Cisco to undertake the development of a web-based student evaluation (NES) system. Chris will be working with our AIS contractor to bring this on-line during this academic (2001-2002) year. After this, I plan to put Mr. Lee on developing this one-stop site for instructional support. This likely will also be done in coordination with our AIS contractor to ensure a seamless interface. He will also work with CATS – instructional computing staff to educate both the faculty and staff in the use of this software. We anticipate that by 2005, all course organization will be done via this web-based service.

The additional costs to Chris' salary is budgeted at one-time costs of $30,000 in academic year 2003-2004 to pay for the programming costs that we will realize if developed on campus, or to contract for the development of a software module with our AIS provider.

The justification: Currently about 2600 courses are taught at UC Santa Cruz annually. If each course required an instructor or staff to spend five hours (minimal) in its organization, which means, as an institution, we are spending well in excess of 13,000 hours[45] on this activity. This corresponds to about eight (40 week average) FTE and if one estimates an average FTE to be about

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[45] This is a very low figure as few faculty can organize the infrastructure of a course in just 5 hours. In addition, this time (2600 courses x 5 hours) merely accounts for the time an instructor (and/or support staff) spends. It does not account for staff time in offices receiving the requests via phone calls or emails.

$40,000, these activities currently cost our institution well in excess of $320,000 annually. Of course we are not going to be saving these funds by moving to the proposed system. Rather, we are going to be saving our instructors and staff wasted, inefficiently used time that they could use much more effectively in fostering the educational and research mission of our institution.

Total new costs one-time funds 2003-2004 – $30,000

Development of a Center for Instructional Support

Currently, many services required for instructional support are located in many different units. For example, instructional computing which provides faculty support in the use of teaching technology is housed in CATS. The Center for Teaching Excellence reports to the VPDUE. Media Services and Classrooms report to the Library, and NES support is found both in the Provost's office (our new evaluations coordinator) and in the Office of the Registrar. This proposal calls for the development of a structure that will enable these groups to work more closely and synergistically together. It is probably not fruitful to talk of realigning people and programs as a "Center". But, we do need to establish a formal committee structure that will represent these various constituent groups and be charged with establishing policies and making decisions regarding cross-campus instructional support issues.

I recommend that we move to establish a standing committee on instruction support; this committee would report to the Academic Support Committee recently established by the Campus Provost[46].

The committee would include:
Director of Media Services
Director of Instruction Technology
Registrar
Director of the Center for Teaching Excellence
Campus Evaluations Coordinator
Chair of the Senate's Committee on Teaching
VPDUE
Staff Analyst E. Hudson.

This group would look at such issues as instructional computing needs; classroom utilization, classroom design and equipment; support for evaluation preparation, the teaching portal, instructional support of new faculty and graduate teaching fellows, instructor evaluations, WebCT, e-grading, etc. This group would be responsible for developing orientation programs and workshops for new UCSC faculty and graduate students entering the UCSC classroom for the first time, and for continuing instructors who might wish to improve their teaching.

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[46] Recently Larry Merkley's IT committee established a very similar committee to examine the instructional technology issues. Its charge could be expanded slightly to include all issues with respect to instructional support.

V.   Center for Learning Support Services

A. SLUG Center and EOP: The Division of Student Affairs, in their long term planning document has called for the expansion of learning support services and the development of a centralized SLUGS Center (Superior Learning for Undergraduate Students) and the expansion of tutoring services offered through the EOP Program[47]. These academic support services are essential to help ensure the academic success of our students, and to help retain our students and assure that they graduate.

There is campus discussion of establishing the new SLUGS Center at the existing Student Center. The campus will need to determine what funds it will use to support this Center – i.e., whether 19900 funds will support this facility, if student fees will be used or if support is provided by a combination of both funding sources. We should also examine some of the "fees for services" models employed at other learning centers in the UC system.

The SLUG Center will expand upon our current learning support services program and will oversee and coordinate several other programs, such as preparation workshops for students taking GRE, MCAT, and other examinations, and will offer placement examinations to incoming students[48]. This Center might also be expected to deliver web-assisted courses to meet the needs of students deficient in basic mathematics[49] and writing (see below). The Center, working with academic divisions and departments, might also function to encourage the development of honors programs and may help coordinate campus-wide honors programs such as the ACE program that currently resides in the Division of Natural Sciences.

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[47] During the last 2 years, funds made available from the EVC's initiative process, has significantly increased the number of available tutors campus-wide. Cluster tutoring, offered through EOP has been tremendously successful (see report from Holly Cordova) and funding for this program should be increased. The campus might look at the Baskin School of Engineering software (developed through a grant from Cal Trans) that provides for matching of students and tutors, and a tutor assessment program via the web.

[48] Currently various departments administer placement/qualification examinations such as chemistry, biology, mathematics, languages, etc. Only a fraction of these exams are taken by students during summer orientation and as a consequence most incoming students must take these in the fall immediately prior to the beginning of the fall quarter. This adds to the burden placed on advising staff and the confusion experienced by all during the now-truncated two-day long fall orientation. Other UC campuses have moved to providing these examinations to incoming students at campus located testing centers. Students may come to take examinations at scheduled times (usually weekends) beginning in March preceding their fall enrollment at the University. Learning centers coordinate these examinations and many are now entering into agreements to offer placement examinations to students who live in proximity to one campus but may be attending another during the following year. In addition, campuses are beginning to examine how to coordinate on-line delivery of placement examinations, possibly utilizing the high school of the perspective student to deliver these examinations. The UC Council of Undergraduate Deans is coordinating these system-wide efforts.

[49] Currently the ACE Honors program in coordination with the Mathematics Department is piloting the use of Academic Systems and Prentice Hall Mathematics software to help students deficient in basic mathematics obtain the background that they require to be successful in other courses requiring these tools.

<u>Services of Transfer and Reentry Students (STARS)</u>. On October 30, 2001, my office organized the first meeting of the "Transfer Student Taskforce". The committee examined and discussed:

- Transfer Student Statistics (current enrollment, retention and graduation rates).
- Our current services for transfer and reentry students – what, where and when.
- An idea of centralizing services for transfer and reentry students in a "transfer college".

Data provided by the UCSC Office of Planning and Budget (August 2001) on 2000-01 graduation and retention rates at UCSC and data from UCOP show that transfer students at UCSC and throughout the system have a significantly lower graduation rate than do native juniors.[50] We discussed what additional services transfer students might require to assure their success as measured by their graduation rate and frequency.

One comment that was echoed by many at this meeting was that entry points for transfer students into services they might require are obscure on the campus. Centralization of these services could markedly improve the situation for our students. The question is where to centralize these services. Student Affairs wishes to associate the STARS office with other student support services planned to be moved to the existing student center.

But the campus might also consider designating one of its 10 undergraduate colleges as a "transfer college". Such a college could be the campus center for transfer students – providing advising, tutoring, child care information, special skills type courses targeted to the needs of reentry and transfer students, on campus housing among older students, an on-campus place where off-campus students could come to meet other older students. Presently, Kresge College has assumed part of this role. It has the highest number of associated transfer and reentry students than any UCSC College (>50 percent) and it provides an advising program for these transfer students.

One idea that has emerged from campus-wide discussions is that we completely convert Kresge College to a transfer/reentry student college. Of course, it cannot accommodate the residential needs of all the nearly 3000 transfer students that are on campus, but it can be a center which provides services to transfer students campus-wide.

Having a college that is dedicated to the special needs of transfer and reentry students might be highly attractive to prospective students presently enrolled in community colleges. Our partnering 13 community colleges provide nearly 50 percent of all transfer students who go onto the University of California. Realizing the quality of these students, other UC campuses, such as UCLA have aggressively moved to attract these best students into their programs.   UCLA has provided guarantees into the UCLA Honors Program (College of Arts and Sciences) for any student who satisfies an honors articulation pathway in these community colleges. Likewise UCLA and other institutions are offering guarantee 2+ year housing contracts and community college presidents have squeezed out other mitigations for their students (additional financial aid, guaranteed tutoring, first enrollment rights).

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[50] Systemwide, 89 percent of native juniors have graduated 4 years after reaching junior status at UC; however, only 78 percent of transfer students have graduated during this time. At UCSC the numbers are 88.5 percent for natives and 77 percent for junior transfer students.

To compete for these very best students, we must develop value-added programs that attest to our "uncommon commitment to undergraduate education" and we must make these programs known to potential transfer students, their parents and to the community colleges. I have talked to several community college presidents about the idea of having a dedicated transfer college and all expressed great enthusiasm for and support of this idea. Likewise, the Provost and CAO of Kresge College are highly supportive of this idea as is the Counsel of Provosts, the Director of STARS and students with whom I have talked.

I propose that the EVC charges an advisory committee to determine how we might best provide services for our transfer and reentry students and whether these services might best be positioned within an existing college or in a student support resource center such as the new SLUG center. This committee should undertake this analysis during the current academic year and report back to the EVC and campus with its recommendations by the end of spring quarter.

SUMMARY BUDGET REQUEST

Project	2002 - 2003	2003 - 2004	2004 - 2005	2005 - 2006	2006 - 2007
College Development Officer		$45,000			
Advising – Colleges	$114,000	$60,000	$60,000		
International Education	$106,060	$56,960			$44,710
Academic Internship Coordinator	$100,000 ($70,000 per. $30,000 one x)	$136,000			
Instruction Support		$30,000 (one time)			
"W" Expansion			$63,336	$63,336	
TOTALS	**$320,060**	**$327,900**	**$123,336**	**$63,336**	**$47,710**

Unless otherwise designated as one-time funds, all requests are for permanent funds.

Priorities:

Realizing the extent of budget cuts that the campus might be facing in the immediate future, it is important to establish priorities for the requested funding. These are as follows:

1. Advising for the Colleges. $114,000 requested for 2001-2002 may be funded over a two-year period and the subsequent positions added commensurate with increased enrollment.

2. Academic Internship Coordinator.

3. Increase funding for the Office of International Education

4. College Development Officer.

5. Instructional support (software development for course organization).
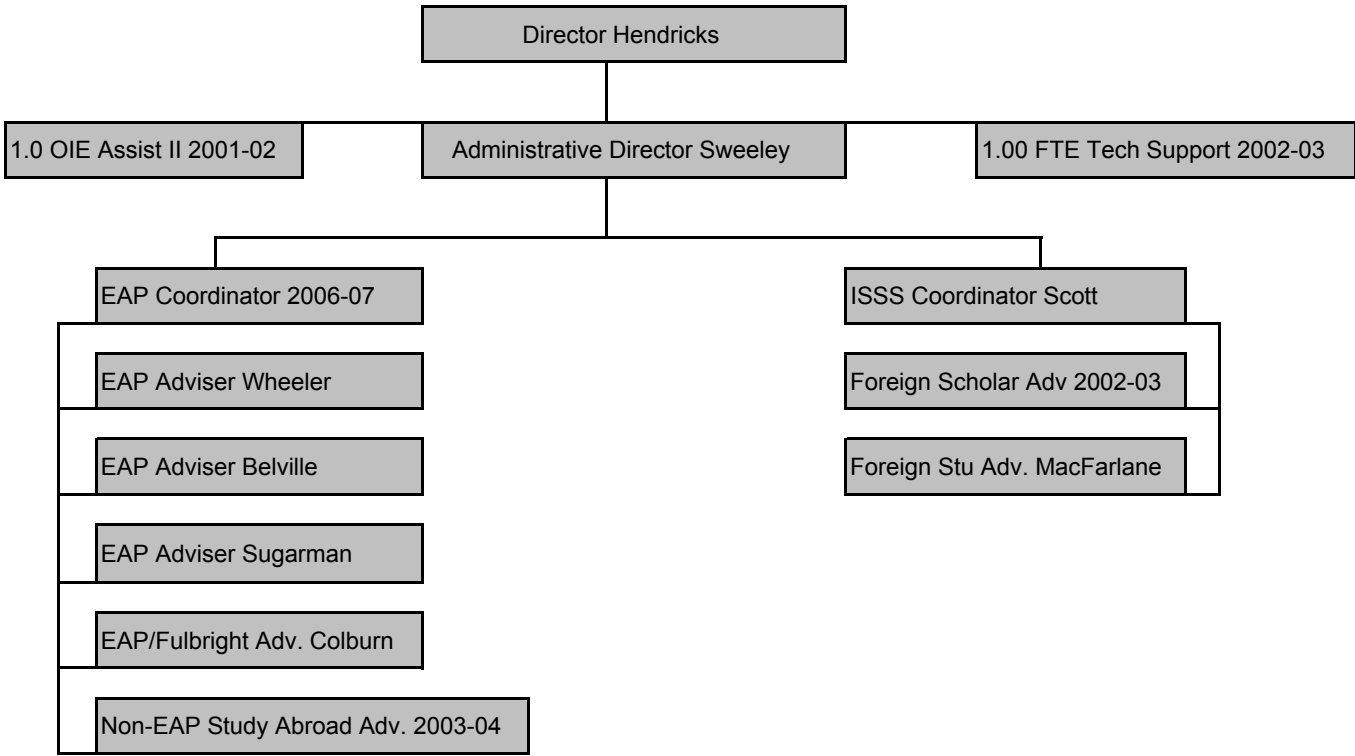
6. "W" Expansion.

Appendix 1 **OFFICE OF INTERNATIONAL EDUCATION**
COMPREHENSIVE STATISTICS

	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	2001-02
EAP													
STUDENTS ABROAD	164	196	187	241	232	245	260	228***	238	249	261	269	280
ISSS VISA SUPPORT													
SCHOLARS	193	204	227	198	190	182	218	226	228	256	233	238	
STUDENTS	212	257	264	262	255	230	234	289	276	283	298	398	
TOTAL NON-IMM VISAS	405	461	491	460	445	412	452	515	504	539	531	636	
PERM FAC (PR)								7	11	15	16	27	
FULBRIGHT 1992 to OIE**													
APPLICATIONS								7	11	13	9	19	14
AWARDS	1	2	3	5	3	4	2	4	5	3	0	2 unoff	pending
STAFFING: FTE	4.66	4.88			4.09						4.07	4.64	4.64
PERMANENT BUDGET	$ 155,030	$ 167,770	$ 167,637	$ 167,637	$ 152,381	$ 148,822	$ 158,445	$ 166,640	$ 165,719	$ 167,097	$ 173,931		$ 222,860
UOEAP ALLOCATION							$ 25,516	$ 30,786	$ 40,996	$ 44,892	$ 73,500	$ 80,500	$ 65,500
LEADERSHIP													
DIVISION	AVC	AVC	AVC	AVC	EVC	EVC	STU AFF	STU AFF	STU AFF	STU AFF	STU AFF	EVC	EVC
DIVISION	I Gruhn	M Tanner	M Tanner	M Tanner	M Tanner	Tanner	JM Thompson	JM Thompson	JM Thompson	JM Thompson	JM Thompson	J Simpson	J Simpson
UNIT SUPERVISION	J Marcum	J Armstrong	J Armstrong	E Coates D Jensen	J Hankamer M Tragott		C Rodriguez	C Rodriguez	C Rodriguez	C Rodriguez	C Rodriguez	L Goff	L Goff
FACULTY DIR	John Lynch	R Coe	Carolyn M-Shaw	R Garrison	R Garrison		D Potts	D Potts	D Potts	D Potts	D Potts	M Hendricks	M Hendricks
OIE DIR/COOR	M McMahn	I Scott	M Yarabinic	Staff Team	Staff Team	Staff Team	I Scott	I Scott	I Scott	I Scott	I Scott	R Sweeley	R Sweeley

** We did not get a staff provision for Fulbright. We got a $4000 allocation.
I believe J Hankamer gave it to us. What they did was take away $5500
in IPA support and replace it with $4000 so the effect was a net reduction
In the budget of $1,500 (I Scott, 10/2 01)

*** The dip in EAP participation in 1996-97 is directly attributable
to the resignation of EAP Advisor Joan Walker in September 1995.
All EAP advising was assumed by Sweeley and Wheeler: 1.60 FTE

Appendix 2   OFFICE OF INTERNATIONAL EDUCATION
Projected Structure: 2006-07

Director Hendricks

1.0 OIE Assist II 2001-02   Administrative Director Sweeley   1.00 FTE Tech Support 2002-03

EAP Coordinator 2006-07

EAP Adviser Wheeler

EAP Adviser Belville

EAP Adviser Sugarman

EAP/Fulbright Adv. Colburn

Non-EAP Study Abroad Adv. 2003-04

ISSS Coordinator Scott

Foreign Scholar Adv 2002-03

Foreign Stu Adv. MacFarlane

rev. 11/20/01

Appendix 3   **OFFICE OF INTERNATIONAL EDUCATION**
(Reflects Needed Augmentations to 2001-02 Budget)

COST COMPONENTS	2001-02 One-Time	Salary	Benefits*	2002-03 One-Time	On-Going	Benefits*	2003-04 One-Time	On-Going	Benefits*	2006-07 One-Time	On-Going	Benefits*
OFFICE OF INTERNATIONAL EDUCATION												
OIE Assist. Director 1.0 FTE												
Technical Support				3,474	36,000	8,280						
OIE Program Asst .0 FT	3,474	28,824	6,630									
200-01 Deficit Offset	29,000											
EDUCATION ABROAD PROGRAM												
EAP Adviser Belville .90 FTE to		3,876	885									
EAP/Flbt Adviser Colb	3,474	34,068	7,836									
EAP Adviser Sugarman	3,474	34,068	7,836									
EAP Adviser Wheeler .90 FTE to		3,833	882									
Non-EAP Programs Adviser .0 FTE							3,474	33,400	7,836			
EAP Coordinator										3,474	33,400	7,836
INTERNATIONAL STUDENT & SCHOLAR SERVICES												
ISSS Coordinator 1.0 FTE												
Scholar Adviser .0 FTE				3,474	33,400	7,682						
Student Adviser .86 FTE to 1.0		6,438	1,480									
Subscriptions		2,500			250			250				
Technology (software, upgrades, licenses)					500			500				
Training		500			500			1,000				
Conferences/Business Meetings		1,000			1,000			1,000				
International Visitors		500						500				
S&E Additonal Allocation		10,000						5,000				
Contract Services		1,500	(electronic visa forms layout)									
Instructional Technology/Computers												
staff computers				3,000			3,000					
printers				2,000			1,000					
resource library computers				5,000								
ethernet hookups				1,500								
Dedicated Server/Host												
SUBTOTAL PRIMARY COSTS	**40,922**	**125,607**	**25,549**	**18,448**	**71,650**	**15,962**	**7,474**	**33,400**	**16,086**	**3,474**	**33,400**	**7,836**

FUNDING REQUESTED

	One-Time	On-Going		TOTAL	
Year 01-2	40,922	151,156		192,078	(includes deficit off-set)
Year 02-0	18,448	87,612		106,060	
Year 03-0	7,474	49,486		56,960	
Year 06-0	3,474	41,236		44,710	

*Benefits are calculated at 23% of annual salary