ORDER OF BUSINESS

1. Academic Senate Awards Presentation
   Committee on Faculty Welfare, Academic Freedom, and Awards
   - Distinguished Teaching Awards
   - Graduate Mentorship Awards
   - Outstanding Teaching Assistant Awards

2. Roll Call

3. Announcements by the Chancellor

4. Announcements by the Chair and Others
   - Scholar Rescue Fund - Kum-Kum Bhavnani, Associate Vice Chancellor of Global Engagement and Claudio Fogu, Professor, Department of French and Italian
   - Student Evaluation of Teaching Survey - Rita Raley, Senate Vice Chair and Linda Adler-Kassner, Associate Vice Chancellor of Teaching and Learning (Attachment 1)

5. Special Orders – Consent Calendar
   - Approval of the minutes of the March 10, 2022 meeting (Attachment 2)

6. Reports of Special Committees - none

7. Reports of Standing Committees
   - Graduate Council
     - Name Change of the M.A. in Molecular, Cellular, and Developmental Biology (Attachment 3)
     - Name Change of the M.A. in Ecology, Evolution, and Marine Biology (Attachment 4)

8. Petitions of Students - none

9. Unfinished Business - none

10. University and Faculty Welfare

11. New Business
The Teaching Evaluation Workgroup (TEW) was formed in Spring 2021. Composed of 17 Senate and Non-Senate faculty (of all ranks), the workgroup was charged with taking short-term actions to address issues of validity, transparency, and bias associated with ESCI course surveys. The group also attempted to address variation in departmental practices regarding the evaluation of teaching and the use of ESCI in that process, as well as the low completion rates of the online surveys. These actions included the following:

- Revised communication with students about ESCI
- Revised animated video for use by instructors (for students)
- Memo for reviewing agencies, department chairs, and personnel committees providing guidelines and suggestions for contextualizing scores, modifying surveys and attending to additional forms of evidence

For AY 2021-22, the group was charged with providing recommendations to improve the evaluation of teaching for all faculty (and graduate TAs). This includes proposing revision to the current SET survey, as well as developing more robust guidance for faculty and reviewing agencies to demonstrate and evaluate teaching effectiveness. This memo provides context for the first portion of this charge, a proposed new SET survey to replace the ESCI.

To develop the new survey, the TEW:

- Gathered student experience of teaching surveys from other campuses including all UC campuses as well as peer institutions (e.g. U Michigan, U North Carolina, U Washington, U Minnesota, U Wisconsin, and others);
- Met with Instructional Development’s ESCI team to understand the capabilities of the current system and the possibilities for modification;
- Met with commercial SET vendors to understand the available market options;
- Continued to take into consideration research studies on student evaluation of teaching surveys, especially research focused on identifying/eliminating bias; and
- Compiled and analyzed a survey for UCSB graduate students and faculty about what they would find beneficial in student experience of teaching surveys for their own development and for evaluation of teaching (n=267 Prof series; 27 LSOE series; 60 Lecturer/Senior lecturer; 226 TA; 39 “other”)

The current draft, which reflects iteratively developed questions and measurement scales, reflects the TEW’s activities over the last year. It also builds on work initiated by the Senate’s ad hoc ESCI revision committee, which met from 2018-2020 and compiled a comprehensive report identifying a number of issues with surveys like ESCI: they are biased against women, instructors of color, and speakers of dialects other than standardized Academic English (including but not limited to speakers whose first language was not standardized English); they are poor measures of student learning and instructor evaluation; the incentive system for completing the SETs is unclear; and the surveys provide little more than information about how “popular” students consider the instructor to be. These findings are
confirmed by a second report from the UC Teaching and Learning Centers, as well as by extensive research on SETs.

Proposed SET Draft (see separate document for draft survey)
The proposed new survey avoids the problems reflected in ESCI by asking students not to “evaluate the instructor” (on characteristics that are very loosely defined), but instead to describe their experience in the course.

- Section 0 asks students to rate their engagement.

- Section 1 includes questions mandatory for all instructors. Only Section 1 responses would be advanced to deans, CAP, or the AVC.

- Section 2 is for optional use by departments and programs to insert no more than five questions especially relevant to the discipline. These might include, for example, questions about work in the course relative to other courses in the department or about the connection between lecture and labs.

- Section 3 is for optional use by instructors to ask no more than five formative questions that can contribute to their teaching and course development. These might include questions about course material, about assignment or assessment design, about specific course activities, and/or about instructional mode. Instructional Development will work with departments and instructors to craft valid versions of these optional questions.

TEW members:
Linda Adler-Kassner and Rita Raley, Co-Chairs
Tarek Azzam, Associate Professor, GGSE
Lisa Berry, Senior Instructional Consultant, Instructional Development
June Bettencourt, Director, Academic Personnel
Joe Chada, LPSOE, Chemical Engineering
Alenda Chang, Associate Professor, Film and Media Studies
Maria Charles, Professor, Sociology
Shelly Gable, Professor, Psychological and Brain Sciences
John Gilbert, Professor, Computer Science (2020-Winter 2021)
Trevor Hayton, Professor, Chemistry
Chris McAuley, Professor, Black Studies (2020-2021)
Carole Paul, Lecturer, History of Art and Architecture
Wendy Meiring, Professor, Statistics
Draft of revised SET (March 30, 2022)

SECTION 0. Your participation in the course (not advanced to reviewing agencies)

1) How often did you attend class (lecture, lab, and/or section)?
   - All the time | Some of the time | None of the time
2) How much effort did you put into this class?
   - A lot | A moderate amount | Not much

SECTION 1: Your experience of the course and instruction (advanced to reviewing agencies; replaces current A and B)

(5-point scale: strongly agree, agree, neutral, disagree, strongly disagree; not applicable)

1) This course advanced my understanding of the subject matter.
2) The instructor explained course material in a way that helped me learn.
3) This course was organized in a way that helped me learn.
4) I knew what was expected of me in this course.
5) The instructor treated students with respect.

Your written comments or suggestions are important. Please use the space below to elaborate on any of the items above or other aspects of your learning in the course. _________________________

SECTION 2: Optional questions contributed by the department (<5)

Sample questions such as the following:
1) How hard did you work in this course compared to other courses you have taken at UCSB? (In the department?)
2) Connection with section/lab questions

SECTION 3: Optional questions contributed by the instructor (<5)

Sample questions such as the following:
1) Experience of remote or hybrid instruction
2) What were the most valuable aspects of the course for you?
3) What aspects of the course could be improved, and how?
4) Questions about course material
5) Questions about assignments and specific course activities
The Faculty Legislature of the Santa Barbara Division met via Zoom video conference at 3:30 p.m. on Thursday, March 10, 2022, with Chair Susannah Scott presiding. 39 voting members, 9 ex officio members, and other invited parties attended the meeting.

Announcements by the Chancellor (from the slides presented)

Thank you to Chair Susannah Scott and to all of our Senate colleagues, for your leadership and dedication to our campus.

Ukraine
We have been watching the recent events in Ukraine with deep sadness and dismay, and our hearts go out to all those in harm’s way. We stand in support of the people of Ukraine and everyone experiencing loss and hardship as a result of this conflict. We are here to help and support each other, and we all share a fervent wish for a peaceful and secure world.

Campus resources:
For faculty and staff, our Academic & Staff Assistance Program can be reached at 805-893-3318 or asap@hr.ucsb.edu.

For our students, Counseling and Psychological Services (CAPS) is available at 805-893-4411 (24 hours a day, seven days a week), or by submitting a CAPS Services Request.

Our Financial Crisis Response Team is available at financialcrisis@sa.ucsb.edu for students experiencing immediate financial needs.

For international students, our Office of International Students & Scholars can be reached at (805) 893-2929 or oiss@sa.ucsb.edu.

Responding to COVID-19

UC Santa Barbara COVID-19 Dashboard

https://www.ucsb.edu/COVID-19-information/dashboard

Vaccination status as of 3/10/22:
Students
  ○ Rate fully vaccinated:
    ■ 98.57%
Employees (faculty and staff)
  ○ Rate fully vaccinated:
    ■ 95.49%

Student Housing
  ● Currently 7 students in Quarantine/Isolation housing.
  ● No students on campus housing wait list.
  ● 74 students remain in hotels; all have been offered campus housing now and also for Spring Quarter.
  ● All new Spring Quarter applicants have been offered campus housing.
  ● For Fall Quarter, we anticipate the return to a normal housing outlook. We are seeing a return to typical patterns, with many students having already secured housing for 2022-23.
    ○ We plan to be able to accommodate all new freshmen, all new transfer students, and all new graduate students who apply for campus housing.
    ○ We are optimistic that we will be able to accommodate all of our continuing students who need or prefer campus housing.

Spring Quarter
  ● We will be sending a campus message very soon, reaffirming the masking decision announced in our February 14 memo, when we said we would “continue our existing campus masking policy, including the requirement for
masking in indoor public spaces, through the end of Winter Quarter (March 18).”

- Our message will also include guidance about travel during Spring Break, testing upon return to campus, testing guidelines for Spring Quarter, and links to our updated Event Guidelines.

Thank you to our Senate Chair, COVID-19 Working Group, Planning Group, Deans, Return to Campus Working Group, and ALL of our dedicated colleagues contributing to our campus’s pandemic response.

Special thanks to our COVID Response and Medical Team, including:

- Scott Grafton, M.D., Ph.D.
  COVID-Mitigation Program Manager and Professor of Psychological and Brain Sciences
- Stuart Feinstein, Ph.D.
  COVID-19 Response Team Coordinator and Professor of Molecular, Cellular, and Developmental Biology
- Vejas Skripkus, M.D.
  Executive Director of Student Health and Campus Physician
- Mary Ferris, M.D.
  Campus COVID-19 Clinical Advisor

### Campus Updates and Highlights

#### AAAS Fellows

Last month, six of our faculty were elected Fellows of the American Association for the Advancement of Science:

- Leon Balents, Pat and Joe Yzurdiaga Chair in Theoretical Physics, Kavli Institute for Theoretical Physics
- John Bowers, Fred Kavli Distinguished Professor of Materials, Electrical & Computer Engineering, and Technology Management
- Matthew Fisher, Professor of Physics
- Michael Gurven, Professor of Anthropology
- Mary Hegarty, Distinguished Professor of Psychological & Brain Sciences
- Joel Rothman, Wilcox Family Chair in Biotechnology and Distinguished Professor of Molecular, Cellular and Developmental Biology

#### American Physical Society

Professor Jean Carlson, Physics, has been named a Fellow of the American Physical Society, for “exceptional contribution to the physics enterprise in physics research, important applications of physics, leadership in or service to physics, and significant contributions to physics education.”
Medieval Academy of America
Professor Carol Lansing, History, has been named a Fellow of the Medieval Academy of America, for her distinguished body of work studying the society, politics, and culture of medieval Italy.

BBC Music Recording of the Month
The new three-CD album “Beethoven: The Conquering Hero” by Professors Jennifer Kloetzel and Robert Koenig, Music, has been named BBC Music Magazine’s “Recording of the Month” for March.

Fifth National Climate Assessment
Three of our faculty have been selected by the United States Global Change Research Program to serve as authors for the Fifth National Climate Assessment:
  ● Halley Froehlich, Assistant Professor, Ecology, Evolution, and Marine Biology
  ● Eric Masanet, Mellichamp Chair in Sustainability Science for Emerging Technologies and Professor, Bren School
  ● Lint Barrage, Assistant Professor, Economics

The document, which is released every four years, is created with the intention of giving decisionmakers the best information on the changing state of the climate and its effects on both human and natural systems.

The Magic Flute
On February 25-27, our Departments of Music and Theater & Dance premiered a very special and imaginative production of Mozart’s opera “The Magic Flute,” directed by Professor Isabel Bayrakdarian and Lecturer SOE Christina McCarthy and performed with musicians, dancers, and puppets.

A Sampling of Recent Music Events
On March 5, Professor Scott Marcus directed our UCSB Middle East Ensemble for a special evening of music and dance in celebration of Persian New Year.

On March 7, our UCSB Chamber Orchestra presented an evening of orchestral masterpieces.

On March 9, Continuing Lecturer Jon Nathan directed our UCSB Jazz Ensemble and UCSB Percussion Ensemble in a tribute to Chick Corea.
UC Santa Barbara National Employee Appreciation Day
Friday, March 4, in Cheadle Hall Plaza

Thank you to our dedicated staff!

Community Safety Concerns Call-In, held this afternoon to share information with our students and answer questions.

Have you been concerned about what’s happened in the surrounding campus/TV area?

Ask questions and get answers regarding the events that have been occurring in our community

This THURSDAY
3/10 from 2-3pm

How to join:
Webinar Link: tinyurl.com/communitycallin
2022 Grad Slam
Final Round of this year’s Grad Slam will take place tomorrow, March 11, 4:30-6pm in Campbell Hall (and live streamed on UCSB’s YouTube channel)

Open House
Saturday April 9, 2022, 9 a.m. - 3 p.m. PT
We are excited to welcome prospective and admitted students and families to our campus for our first in-person Open House since 2019.

We will host outdoor events including resource fairs, performances, live demonstrations, and tours.

Fall 2022 Admissions Update
- 110,992 first-year applicants (up 5% over last year)
  - Average GPA: 4.08 (up from 3.99 last year)
  - California residents: 73,595 (66% of total)
  - Domestic nonresidents: 18,432 (17% of total)
  - International nonresidents: 18,965 (17% of total)
  - Underrepresented minorities: 29,490 (27%)
  - First-generation: 29,401 (27%)
- Transfer applicants: 17,600 (down from 20,563 last year)
  - Note: The drop in transfer applicants was consistent across UC and CSU this year

### Nonresident Enrollment

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Munger Hall Review Panel
Thank you to Chair Susannah Scott and our Senate colleagues for your feedback and consultation, including the 80 questions and comments from the Senate Town Hall last November. We are working to address this valuable input, including the recommendation to form a review panel.

Chair Scott and I have worked with our Academic Senate Executive Council on developing the charge of this panel, which we are in the process of forming. The review panel will be composed of internal experts, external experts, and stakeholders.

We want the panel to be formed and begin its work in the Spring Quarter.

Announcements by the Divisional Senate Chair, Susannah Scott, Professor, Chemical Engineering, Chemistry and Biochemistry

- Spring quarter is nearly here and campus life is looking more and more normal. We are looking forward to returning to mostly in-person instruction during the spring quarter. Spring is also budget time. Though there are several steps left to go before the State budget is finalized, preliminary indications are that the State budget looks healthy this year. The UC has requested an increase in the systemwide budget to cover, among other things, our rise in labor costs, which include a scale adjustment for faculty salaries and salary increases for represented and non-represented staff.
- Several policy goals are tied to the budget increase. One is a growth in enrollment of 1% per year through 2030. The expected enrollment growth will not be spread evenly over the system. UCSB does not have the capacity to increase enrollment, but other campuses may. The other is a growth in online course offerings, which are expected to double relative to pre-pandemic levels. This is an important topic, and we will need to carefully consider issues of academic integrity, educational quality, equity, and accreditation.
- There is an issue at UC Berkeley regarding a lawsuit brought forth by Berkeley residents to limit enrollment growth due to the lack of campus housing to accommodate students. Berkeley has been ordered by the court to freeze enrollment at fall 2020 levels, and the campus projects that it will be forced to offer 3000 fewer spots to students, resulting in a significant loss of funding. UCB filed for a stay of the court order, which the California Supreme Court rejected.
- The Academic Council plans to form a task force on transfer education. Per Assembly Bill 928, the Intersegmental Committee of the Academic Senates has been tasked with developing a singular general education transfer path for the three segments by December 31, 2022. If the deadline is not met, the path will be imposed upon us by a legislative committee.
- UC President Michael V. Drake is considering an extension of credit monitoring services to all employees, which was created last year after the security breach. We should all be alert to cyberthreats given the current global environment.
The Senate is working to put together the Munger Hall Review Panel, and I hope to be able to make a more detailed announcement very soon. The panel is expected to meet over the spring quarter and make recommendations to the Academic Senate and the administration shortly thereafter about if/how to proceed with the project.

The Academic Senate will hold a Town Hall meeting to address issues related to Faculty Housing on Friday, April 15 from 2-3:30 p.m.

A Memorial to the Regents on fossil-free campus operations will be discussed by the Academic Assembly on April 13.

Consent Calendar
The minutes of the January 13 meeting were considered for approval.

Motion: To approve the consent calendar. The motion was seconded, and passed with 39 in favor, 0 against, and 0 abstentions.

Reports of Standing Committees

Elections Report and Invitation of Nominations from the Floor
Parliamentarian Hugo Loaiciga presented the report of the Committee on Rules, Jurisdiction, and Elections (RJE) on the results of this year’s Senate elections. Nominations were sought to fill positions for one Academic Senate Divisional Chair, three systemwide Senate Assembly Representatives, and four members of the Committee on Committees. The results are as follows:

Divisional Chair

Susannah Scott (Chemical Engineering)

Eight Senate members were nominated for the position of Divisional Chair; seven declined to accept. The remaining candidate, Susannah Scott, accepted the nomination and received the requisite five endorsements. As there was only one viable candidate for this position, a ballot was not conducted following the nomination process.

Senate Assembly Representatives

A total of six candidates were nominated to fill the three Senate Assembly Representative positions; two declined to accept. Four candidates accepted nomination and received the requisite five endorsements.

A ballot was conducted over the period from February 16 to March 2, 2022, with the following results:

Chuck Akemann (Mathematics) – 16.39% (69 votes)
Isabel Bayrakdarian (Music) – 24.70% (104 votes)
Cynthia Kaplan (Political Science) – 30.88% (130 votes)
Isabel Bayrakdarian, Cynthia Kaplan and France Winddance Twine received the most votes for Senate Assembly Representative.

Committee on Committees
A total of five candidates were nominated for Area A: College of Letters and Science Mathematical, Life and Physical Sciences Division and Donald Bren School of Environmental Science and Management; two declined to accept. Three candidates accepted nomination and received the requisite five endorsements.

As there were three nominees for one available position, a ballot was conducted from February 16 through March 2, 2022, with the following results:

Bjorn Birnir (Mathematics) – 41.47% (26 votes)
Wendy Meiring (Statistics and Applied Probability) – 39.68% (25 votes)
Andrew Plantinga (Bren School of Environmental Science and Management) – 17.46% (11 votes)
Abstain – 1.59% (1 vote)

Bjorn Birnir received the most votes for Area A: College of Letters and Science Mathematical, Life and Physical Sciences Division and Donald Bren School of Environmental Science and Management.

A total of two candidates were nominated for Area C: College of Letters and Science Humanities and Fine Arts Division and College of Creative Studies; one declined to accept. One candidate accepted the nomination and received the requisite five endorsements.

Erika Rappaport (History)

Because there was only one nominee in Area C, a ballot was not conducted for this position.

A total of two candidates were nominated for Area D: College of Engineering. Both candidates accepted nomination and received the requisite five endorsements. As there were two nominees for one available position, a ballot was conducted from February 16 through March 2, 2022, with the following results:

Brad Chmelka (Chemical Engineering) – 74.19% (23 votes)
Beth Pruitt (Mechanical Engineering) – 25.81% (8 votes)

Brad Chmelka received the most votes for Area D: College of Engineering.
As there were no faculty nominations for the position in Area B: College of Letters and Science Social Sciences Division and Gevirtz Graduate School of Education, this position will be filled by appointment by the Committee on Committees in accord with Divisional Bylaw 90.C.11.

The Parliamentarian notified the Legislature that further nominations may be submitted from the floor for all of the positions for which there were fewer nominees than vacancies, per Divisional Bylaw 195.E6. Such nominations must be seconded by an elected member of the Faculty Legislature; further, the nominee must immediately accept the nomination, either in person or via a signed memo presented by the nominator. He also noted that if further nominations were made, a ballot for that position would be distributed within the next ten days. If no new nominations were made, acceptance of the election report by the Faculty Legislature would conclude the election process for that position.

As no nominations were submitted from the floor, there was a request for a motion to accept the above slate of candidates.

**Motion:** To approve the election results as reported by RJE. The motion was seconded, and passed with 40 in favor, 0 against, and 0 abstentions.

**Committee on Diversity and Equity**
Resolution Defending Academic Freedom to Teach Race and Gender Justice

The Chair of the Committee on Diversity and Equity Jean Beaman presented the Resolution Defending Academic Freedom to Teach Race and Gender Justice.

The Faculty Legislature considered the proposed resolution. Several amendments were suggested, including replacing “the truth in U.S. history and civics education” with “about racial and social justice and injustice,” and correcting “Boards of Trustees” to read “Board of Regents.”

**Academic Senate Resolution**

**TO:** University of California, Santa Barbara Academic Senate

**FROM:** Academic Senate Committee on Diversity and Equity

**RE:** Resolution: Defending Academic Freedom to Teach About Race and Gender Justice and Critical Race Theory

**Date:** 03.10.2022

**RATIONALE:**
WHEREAS state legislative proposals are being introduced across the United States that target, undermine and/or prohibit academic discussions of racism, gender, sexuality, and related issues deemed “divisive” in American history in schools, colleges and universities.

WHEREAS the Academic Personnel Manual APM - 010, Academic Freedom and APM - 015, The Faculty Code of Conduct affirm the importance of academic freedom to the proper functioning of universities, citing the American Association of University Professors’ statement of Principles on Academic Freedom and Tenure.

WHEREAS faculty have responsibility for developing and teaching the curriculum at their universities, as stated in the Academic Personnel Manual.

WHEREAS the term “divisive” is indeterminate, subjective, and possibly limits the capacity of educators to explore a wide variety of topics based on subjective criteria that are inapposite from the goals of education and the development of essential critical thinking skills.

WHEREAS educating students about systemic barriers to realizing a multiracial democracy based on race and/or gender should be understood as central to the active and engaged pursuit of knowledge in the 21st century.

WHEREAS over seventy organizations, including the American Association of University Professors (AAUP) and the Association of American Colleges and Universities (AACU), issued the Joint Statement on Legislative Efforts to Restrict Education about Racism and American History (June 16, 2021) stating their “firm opposition to a spate of legislative proposals being introduced across the country that target academic lessons, presentations, and discussions of racism and related issues in American history in schools, colleges and universities . . . In higher education, under principles of academic freedom that have been widely endorsed, professors are entitled to freedom in the classroom in discussing their subject. Educators, not politicians, should make decisions about teaching and learning."

WHEREAS the University of California, Santa Barbara’s mission “is committed to promoting excellence through diversity and inclusiveness.”

WHEREAS Chancellor Henry Yang’s June 18, 2020 statement on Juneteenth affirms the importance of racial and social justice.
WHEREAS Chancellor Henry Yang’s March 19, 2021 statement condemning Anti-Asian Racism and Violence affirms the importance of racial and social justice.

WHEREAS in a nation that has for centuries struggled with issues of racial inequity and injustice, many students do not have adequate or accurate knowledge of gender/women’s, BIPOC, and LGBTQIA+ histories, nor the policies that contributed to inequities, the University of California, Santa Barbara has a responsibility and opportunity to help educate in ways that address these knowledge gaps.

RESOLUTION:

THEREFORE BE IT RESOLVED that the Senate resolutely rejects any attempts by bodies external to the faculty to restrict or dictate university curriculum on any matter, including matters related to racial and social justice, and will stand firm against encroachment on faculty authority by the legislature or the Boards of Regents.

BE IT FURTHER RESOLVED that the Senate stands with our K-12 colleagues and university colleagues throughout the country who may be affected by this pernicious legislation when they seek to teach the truth in U.S. history and civics education about racial and social justice and injustice.

BE IT FURTHER RESOLVED that the Senate calls upon Chancellor Henry Yang and Executive Vice Chancellor David Marshall to affirm that they reject any attempts by bodies external to the faculty to restrict or dictate university curriculum on any matter, including matters related to racial and social justice, and will stand firm against encroachment on faculty authority by the legislature or the Boards of Trustees Board of Regents.

BE IT FURTHER RESOLVED that the Senate affirms the Joint Statement on Efforts to Restrict Education about Racism, authored by the AAUP, PEN America, the American Historical Association, and the Association of American Colleges & Universities, endorsed by over seventy organizations, and issued on June 16, 2021.

Motion: To correct “UC Trustees” to read “UC Regents.” The motion was seconded and passed with 36 in favor, 0 against, and 3 abstentions.

Motion: To approve the proposed Resolution Defending Academic Freedom to Teach Race and Gender Justice, with amendments. The motion was seconded and passed with amendments with 31 in favor, 1 against, and 7 abstentions.
Executive Council
Proposal for a Name and Status Change - Technology Management Program to Department of Technology Management

The Faculty Legislature considered the proposed Name and Status Change from the Technology Management Program to Department of Technology and Management. Prior to Faculty Legislature consideration, the proposed Name and Status Change was reviewed and approved by the Chancellor, Executive Vice Chancellor, the Executive Committee of the College of Engineering, Undergraduate Council (UgC), Graduate Council (GC), Council on Planning and Budget (CPB), and Committee on Rules, Jurisdiction, and Elections (RJ&E).

Motion: To approve the proposed Name and Status Change from Technology Management Program to Department of Technology and Management. The motion was seconded and passed with 32 in favor, 1 against, and 5 abstentions.

Chair Scott adjourned the meeting at 4:45 p.m.
TO: Susannah Scott, Chair  
   Academic Senate

FROM: Henry T. Yang

RE: Proposal for a Simple Name Change of the M.A. to the M.S.  
in Molecular, Cellular, and Developmental Biology

My office has received a proposal from the Department of Molecular, Cellular, and Developmental Biology. The department is proposing a simple name change of its Master of Arts to the Master of Science for the Plan I and Plan II master’s degrees.

Prior to its deliberations, Graduate Council distributed the proposal to the Interim Dean of Graduate Division, the Dean of Mathematical, Life, and Physical Sciences in the College of Letters and Science, the College of Letters and Science Faculty Executive Committee, and the Undergraduate Council (who chose not to opin). These reviewing agencies all supported the proposed change.

Graduate Council found that the name change from the M.A. to the M.S. reflected how the field and degree requirements have changed over the past years and brings the degree in line with comparable programs. The department argued that this change would make its graduates more competitive. Graduate Council agreed with the other reviewers and unanimously voted to approve the change.

Per policy, Graduate Council of the Academic Senate has forwarded this proposal to my office for administrative review. Executive Vice Chancellor David Marshall has reviewed the proposal and concurs with Graduate Council’s approval and recommends that I offer final administrative endorsement. I have reviewed the proposal and Senate comments and offer final administrative endorsement for the proposed name change.

With this final administrative endorsement, the proposal can be placed on the Agenda of a future Faculty Legislature meeting for final legislative action.

Cc: David Marshall, Executive Vice Chancellor  
    Toby Lazarowitz, Executive Assistant  
    Shasta Delp, Executive Director
February 3, 2022

To: David Marshall, Executive Vice Chancellor

From: Susannah Scott, Chair, Academic Senate
            Adam Sabra, Chair, Graduate Council

Re: Proposal for a Simple Name Change for the Master of Arts in Molecular, Cellular, and Developmental Biology

Per the policy and procedures for the Name Change of an Existing Graduate Degree Program, I am forwarding for your review and consultation with the Chancellor, a proposal from the Department of Molecular, Cellular, and Developmental Biology to change the name of the Master of Arts to Master of Science, for the Plan I and Plan II master’s degrees.

Prior to action by the Graduate Council, the proposal was distributed to the Interim Dean of Graduate Division, the Dean of Mathematical, Life, and Physical Sciences in the College of Letters and Science, the College of Letters and Science Faculty Executive Committee, and the Undergraduate Council (who chose not to opine). The other reviewing agencies all supported the proposed change.

Graduate Council found that the name change from M.A. to M.S. reflects how the field and degree requirements have changed over the past years, brings the degree in line with comparable programs, and will make our graduates more competitive. Graduate Council unanimously voted to approve the change.

The final step of the review is consideration for approval by the Faculty Legislature.

CC: Leila Rupp, Interim Dean, Graduate Division
    Pierre Wiltzius, Dean of Mathematical, Life, and Physical Sciences, College of Letters and Science
    Shasta Delp, Executive Director, Academic Senate
    Toby Lazarowitz, Executive Assistant to the Executive Vice Chancellor
    Steven Velasco, Director, Institutional Research, Office of Budget and Planning
    Robert Hamm, Assistant Dean, Graduate Division
    Rickie Smith, Director, Academic Services, Graduate Division
    Heather Liu, Administrative Assistant to the Dean, College of Letters and Science
Proposal for “simple” graduate degree name change:
Master of Arts to Master of Science
in Molecular, Cellular, and Developmental Biology
(revised July 20, 2021)

1. Effective date: Ideally, Fall, 2022.

2. Rationale

The MCDB Department has offered a terminal Master of Arts degree for decades. Historically, this degree was content based, course-heavy, and did not require research.

Over the past 20 years, the MA degree requirements have evolved and been approved to now include substantial research, and the required core courses are now focused largely on experimental design, method and logic. There are two tracks – thesis (track 1) and project (track 2; see degree sheet, attached). Both require the same experimentally-based core courses and research laboratory experience. Offering two tracks allow students more flexibility. Track 1 is preferred for students preparing to eventually pursue a PhD while track 2 often is optimal for students seeking professional school or private sector employment. However, the department has come to a consensus that the MA degree does not best meet the needs of our students (see below).

The current, approved degree requirements – including conducting research in a STEM discipline - are clearly more reflective of a Master of Science (MS) rather than Master of Art (MA) degree and we thus seek to change the degree from MA to MS.

The MCDB Department’s most recent external review included the suggestion of changing the name of the Master of Arts degree to that of an Master of Science (MS) based on (i) the requirements, which are similar to other University of California MS degrees in the discipline (see below); and (ii) the effect on the career tracks of degree-earners. Private sector employers, largely in the Biotechnology and Pharma areas, seek research-skilled employees and the MS – typically listed on a CV and implying practical research and laboratory skills beyond knowledge base in the discipline – is the “first pass” filter when reviewing job applications.

A student earning our current MA degree is effectively being trained as an MS degree recipient and should be recognized as such.

To our knowledge, no UC MCDB-type graduate program offers a Masters of Arts. We compared our current Master of Arts degree requirements with those of several other MCDB-type Masters of Science programs at other UC campuses. Most other UC MCDB-type programs offer the MS as a “fall back” to the PhD rather than as a specific, terminal degree. However, a few campuses do have terminal Masters programs similar to ours here at UC Santa Barbara.

For example, UC Santa Cruz offers an MS in MCD Biology that is most similar, with a typical time to degree of 2 years (a third year can be approved upon request and with support of the research advisor). Students complete a thesis conducting research in a faculty sponsor’s laboratory, which is the same
requirement for our Masters degree. Course requirements, listed side by side with our own, similar, course offerings are:

<table>
<thead>
<tr>
<th>COURSE REQUIREMENTS</th>
<th>UC Santa Barbara MCDB MA degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biol 596 Directed Research (every quarter)</td>
<td>MCDB 596 Directed Research (every quarter)</td>
</tr>
<tr>
<td>Biol 200A Critical Analysis of Scientific Literature</td>
<td>MCDB 260 Research Strategies</td>
</tr>
<tr>
<td>Biol 291 &amp; Biol 292 (research seminars; required each</td>
<td>MCDB 262 &amp; MCDB 263 (research seminars; required each quarter)</td>
</tr>
<tr>
<td>quarter)</td>
<td></td>
</tr>
<tr>
<td>Biol 288 Pedagogy in STEM</td>
<td>MCDB 502 Teaching Practices in MCD Biology</td>
</tr>
<tr>
<td>Biol 289 Responsible Conduct of Research</td>
<td>MCDB 218A, 218B Method &amp; Logic in MCDB (these courses incorporate</td>
</tr>
<tr>
<td></td>
<td>Ethics and Analysis of Literature)</td>
</tr>
<tr>
<td>Electives of choice</td>
<td>Electives of choice plus MCDB 229 (Adv Biochemistry)</td>
</tr>
</tbody>
</table>

UC Riverside’s Cell, Molecular and Developmental Biology Program also offer a MS, as does their Biochemistry and Molecular Biology Program. Similar to UC Santa Cruz and our program, UCR students take a series of core courses and complete a research thesis project. **The completion of the research project, in addition to required coursework, is the key component of the MS degree.**

3. There are no resource implications and no changes to the curriculum or to degree requirements are necessary. Rather, our request is to change the name of the degree to reflect what is already being offered and required.

4. **Faculty Vote on Name Change:** After discussion in an earlier faculty meeting, a draft of this proposal was circulated to all MCDB Senate Faculty for comment and suggestions. A formal anonymous vote was conducted on line, with voting open June 9th through June 16th, 2021. The outcome of the vote “Should the name of the Masters degree in MCDB be changed from Mater of Arts to Master of Science?” was:

   YES: 28
   No: 0
   Abstain: 0
   Did not vote: 8

5. No change to course listings are needed.
MASTER OF SCIENCE ARTS – MOLECULAR, CELLULAR AND DEVELOPMENTAL BIOLOGY – 2022-231-22

In addition to departmental requirements, candidates for graduate degrees must fulfill University requirements described in the “Graduate Education” section of the UCSB General Catalog. See MCDB Guide to Graduate Study for requirements.

Students pursuing an M.SA. in MCDB may petition to add an Emphasis in Pharmacology and Biotechnology. See MCDB Guide to Graduate Study for requirements.

**CORE COURSES** (both plans, 16.0 units; graded)

<table>
<thead>
<tr>
<th>COURSE #</th>
<th>COURSE NAME</th>
<th>UNITS</th>
<th>QTR/YR</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCDB 229</td>
<td>Protein Biochemistry</td>
<td>2</td>
<td>F</td>
<td></td>
</tr>
<tr>
<td>MCDB 218A</td>
<td>Methods &amp; Logic in Molecular Cell Biology I</td>
<td>3</td>
<td>F</td>
<td></td>
</tr>
<tr>
<td>MCDB 218B</td>
<td>Methods &amp; Logic in Molecular Cell Biology II</td>
<td>5</td>
<td>W</td>
<td></td>
</tr>
<tr>
<td>MCDB 260</td>
<td>Research Strategies in Molecular, Cellular &amp; Developmental Biology</td>
<td>1/qtr for 6 qtrs</td>
<td>FWS</td>
<td></td>
</tr>
</tbody>
</table>

**ELECTIVE COURSES** (see list of pre-approved electives; others may be approved upon petition)

**Plan I (Thesis):** Electives chosen in combination with research courses (see below) will total at least 14 units to reach the 30 unit minimum. At least 20 units of letter-graded coursework must be at the graduate level. A maximum of 10 units of the required 20 graduate units may be MCDB 596.

**Plan II (Project):** Electives chosen in combination with literature and research courses will total at least 20 units to reach the 36 unit minimum. No fewer than 24 of the 36 letter-graded units must be at the graduate level. No more than 12 of the required 24 graduate units may be MCDB 596.

Total elective units: _______________________________ (14 units Plan I; 20 units Plan II)
Total upper division undergraduate units: __________
Total MCDB 596 units: ________ (minimum of 10 units, Plan I)
Total graded units: __________ (30 units, Plan I; 36 units Plan II)
**Teaching Assistantships**

Teaching Assistantships are not a requirement of the Plan I or Plan II M.S.A. degree. Students with Teaching Assistant (TA) appointments must complete the appropriate TA orientation and techniques courses (MCDB 500 and 502; taken once, without degree credit). When serving as a TA, students should enroll in the TA practice course (MCDB 501) for the appropriate number of units (maximally 4 units for a 50% TAship; without degree credit).

| SEMINAR REQUIREMENTS (No credit towards degree unit requirements for MCDB 262 or 263) |
|-----------------------------------------------|-----------------------------------------------|
| **COURSE #** | **REQUIREMENT** | **FULFILLED:** |
| MCDB 262   | FNS Seminar, each quarter |               |
| MCDB 263   | Research Seminar, each quarter |               |

**COMPLETION OF THE DEGREE**

**M.S.A. Plan I (Thesis):** Students will complete the degree once all core course and elective requirements are met and the written thesis is approved by the Thesis Committee. Students should form and consult with a faculty committee at least two quarters prior to the expected date of degree completion. The committee will review the written document and the student will present a short seminar, open to the public. The seminar may be presented in MCDB 262 (with faculty in attendance) or scheduled through the department.

**Thesis Committee:   **Chair: ____________________________

Member: ____________________________

Member: ____________________________

Date Requirements Completed: ____________________________

**M.S.A. Plan II (Project):** Students will complete the degree once all core course and elective requirements are met, and the final project is approved by the Graduate Committee. Students should consult with the faculty graduate advisor at least one quarter in advance of the planned completion of the degree for approval of the final project by the Graduate Committee. The final project consists of either (i) a research presentation in the MCDB 262 meeting or (ii) a written review article on a topic pre-approved by the graduate committee and in the format of a *Nature Reviews* review article.

Date Requirements Completed: ____________________________

Approved by Dept. Faculty Graduate Advisor ____________________________ Date (mm/dd/yy) ____________
<table>
<thead>
<tr>
<th>FOR GRADUATE DIVISION USE ONLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Residence requirement - minimum 3 quarters <em>(verify departmental requirement)</em></td>
</tr>
<tr>
<td>Required units completed</td>
</tr>
<tr>
<td>Language requirement Satisfied <em>(if required)</em></td>
</tr>
<tr>
<td>No grades of I, NR, or NG</td>
</tr>
<tr>
<td>3.0 or better GPA overall</td>
</tr>
<tr>
<td>Registered quarter of degree or Filing Fee LOA:</td>
</tr>
</tbody>
</table>

**Master’s Form I / COI and committee entered**

**Master’s Thesis date received *(signature page/e-filed and entered in SReg)*:**

**Master’s Thesis Submission Fee:**

**ProQuest ID __________________________ Permission Ltrs uploaded?**

**Master’s Degree Awarded (mm/dd/yy)**
Student Name: ___________________________ Perm: __________ Qtr/Yr Enrolled: ________

M.SA. Plan (select one):

☐ M.SA. Plan I (Thesis): Minimum of 30.0 units, distributed as outlined below and a research thesis required

☐ M.SA. Plan II (Examination): Minimum of 36.0 units, distributed as outlined below, and internship required

M.SA. students are required to demonstrate competency in fundamental areas of Molecular, Cellular and Developmental Biology by achieving a B- or better in the core courses and electives. It is expected that all M.SA. students are enrolled as full-time students and earn a minimum of 12 course units each quarter.

The Emphasis requires students to select from specified electives (see below).

<table>
<thead>
<tr>
<th>CORE COURSES (both plans, 16.0 units; letter graded)</th>
<th>UNITS</th>
<th>QTR/YR</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCDB 229 Protein Biochemistry</td>
<td>2</td>
<td>F</td>
<td></td>
</tr>
<tr>
<td>MCDB 218A Methods &amp; Logic in Molecular Cell Biology I</td>
<td>3</td>
<td>F</td>
<td></td>
</tr>
<tr>
<td>MCDB 218B Methods &amp; Logic in Molecular Cell Biology II</td>
<td>5</td>
<td>W</td>
<td></td>
</tr>
<tr>
<td>MCDB 260 Research Strategies in Molecular, Cellular &amp; Developmental Biology</td>
<td>1/qrr for 6 qtrs</td>
<td>FWS</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELECTIVE COURSES</th>
<th>Plan I: 7.0-13.0 units</th>
<th>Plan II: 14.0-15.0 units</th>
</tr>
</thead>
</table>

Electives should be taken from a selection of graduate courses chosen from the MCDB, Chemistry and Biochemistry, and Psychology departments. The electives are grouped into three tracks. The tracks have been established to reflect the three traditional areas of research in the field of pharmacology and biotechnology, and serve as a guideline for students to help shape their curriculum. The intention is to keep the choice of electives as flexible as possible and to allow students to explore different areas of pharmacology. Students who have not previously completed 8 units from the courses MCDB 126A-B-C-AL-BL are required to include at least 8 units from MCDB 226A-B-C-AL-BL in their electives.

**Plan I** students are required to take a minimum of 7 units from among the tracks.

**Plan II** students are required to take at least 8 units of electives in one of the tracks, and the remainder of the electives may be taken from among any of the tracks.

**Recommended Courses for the Tracks:**

- **Molecular and Cellular Biology**
  - MCDB 203, 208AL, 222, 226A-B-C, 226AL-BL, 233, 245, 246, 247, 251, 252, 253, 293
- **Chemistry and Biochemistry**
- **Neurobiology and Behavior**
  - MCDB 251, 252, 253, PSY 215, 219, 221A-B, 231, 235, 268, 269

<table>
<thead>
<tr>
<th>COURSE #</th>
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<th>UNITS</th>
<th>QTR/YR</th>
<th>GRADE</th>
</tr>
</thead>
</table>
SEMINAR REQUIREMENTS (No credit towards degree unit requirements for MCDB 260, 262, 263 or 269)

Students are expected to enroll quarterly and attend MCDB 262 (Research Progress in MCDB (FNS)) as well as MCDB’s weekly research seminars MCDB 260 and MCDB 263 each quarter until completion of degree.

<table>
<thead>
<tr>
<th>COURSE #</th>
<th>REQUIREMENT</th>
<th>FULFILLED:</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCDB 262</td>
<td>FNS Seminar, each quarter</td>
<td></td>
</tr>
<tr>
<td>MCDB 263</td>
<td>Research Seminar, each quarter</td>
<td></td>
</tr>
</tbody>
</table>

TEACHING ASSISTANTSHIPS

Teaching Assistantships are not a requirement of the Plan I or Plan II M.SA. degree. Students with Teaching Assistant (TA) appointments must complete the appropriate TA orientation and techniques courses (MCDB 500 and 502; taken once, without degree credit). When serving as a TA, students should enroll in the TA practice course (MCDB 501) for the appropriate number of units (maximally 4 units for a 50% TAship; without degree credit).

COMPLETION OF THE DEGREE

M.SA. Plan I (Thesis)

Students will complete the degree once all core course and elective requirements are met and the written thesis
is approved by the Thesis Committee. Students should form and consult with a faculty committee at least two quarters prior to the expected date of degree completion. The committee will review the written document and the student will present a short seminar, open to the public. The seminar may be presented in MCDB 262- Friday Noon Seminar (with faculty in attendance) or scheduled through the department.

Thesis Committee:  
Chair: ____________________________________________  
Member: ____________________________________________  
Member: ____________________________________________  

Date Requirements Completed: ____________________________________________  

**M.S.A. Plan II (Examination)**

Students will complete the degree once all core course, elective, and internship requirements are met, and the final project is approved by the Graduate Committee. Students should consult with the faculty graduate advisor at least one quarter in advance of the planned completion of the degree for approval of the final project by the Graduate Committee. The final project consists of either (i) a research presentation in the MCDB 262 Friday Noon Seminar meeting or (ii) a 10 page review article on a topic pre-approved by the graduate committee and in the format of a *Nature Reviews Cell Biology* review article.

Date Requirements Completed (mm/dd/yy): ________________________________

**M.S.A. DEGREE REQUIREMENTS SATISFIED:**  
Quarter/Year  

DEPT GRADUATE ADVISOR SIGNATURE: ____________________________________________

Print Name  

**FOR GRADUATE DIVISION USE ONLY**

| Residence requirement-minimum 3 quarters |  |  
|----------------------------------------|---|---
| Required units completed |  |  
| Language requirement Satisfied *(if required)* |  |  
| No grades of I, NR, or NG |  |  
| 3.0 or better GPA overall |  |  

Registered quarter of degree or Filing Fee LOA:

| Master’s Form I / COI and committee entered |  |  
|--------------------------------------------|---|---
| Master’s Thesis date received *(signature page/e-filed and entered in SReg)*: |  |  
| Master’s Thesis Submission Fee: |  |  
| ProQuest ID __________________ Permission Ltrs uploaded? |  |  

Master’s Degree Awarded (mm/dd/yy)
November 9, 2021

To: Adam Sabra  
Chair, Graduate Council

From: Leila J. Rupp  
Interim Dean, Graduate Division

Re: Proposal for Simple Name Change to the MA in Molecular, Cell, and Developmental Biology

I have read the proposal from MCDB to change their MA to an MS degree. The rationales are persuasive: that the existing requirement for experimental research meets the criteria for a Masters of Science degree, that the current structure of the degree is in line with what other UC campuses offer as an MS degree, and that the change of designation will better position graduates seeking employment in industry.

For these reasons, I recommend approval of the change of name.
No comments from my side. This is a simple name change.

Pierre Wiltzius
Dean of Mathematical, Life, and Physical Sciences,
Executive Dean of the College of Letters and
Science
College of Letters & Science
Office: (805) 893-5024
Email: MLPSdean@ltsc.ucsb.edu
At its meeting on December 2, 2021, the Faculty Executive Committee of the College of Letters and Science (FEC) reviewed the proposal for a Simple Name Change of Master of Arts in Molecular, Cellular, and Developmental Biology. This proposal would change the degree type for both the thesis and project based terminal Master’s degree tracks offered in the Department from a Masters in Arts to a Masters in Science.

The committee viewed this as a solid proposal, with one observation. One committee member noted there is potential to offer different degree types based on the different tracks (project or thesis) of the program, i.e. granting an MA for the project track, and a MS for the thesis track, if there are substantial differences in the approach of these tracks that warrants such distinction.

Under the assumption that the above option has already been considered in formulating the proposal, and viewing the proposal overall as solid, members voted unanimously to endorse the proposed change of name and degree type.

cc: Pierre Wiltzius, Executive Dean of the College and Dean of Science
Michael Miller, Interim AVC and Interim Dean of Undergraduate Education
ATTACHMENT 4

April 5, 2022

TO: Susannah Scott, Chair
    Academic Senate

FROM: Henry T. Yang

RE: Proposal for a Simple Name Change of the M.A. to a M.S.
in Ecology, Evolution and Marine Biology

My office has received a proposal from the Department of Ecology, Evolution and Marine Biology (EEMB). The department proposes to change the name of its Master of Arts to a Master of Science, for the Plan I and Plan II master’s degrees.

Prior to its deliberations, Graduate Council distributed the proposal to the Interim Dean of Graduate Division, the Dean of Mathematical, Life, and Physical Sciences in the College of Letters and Science, the College of Letters and Science Faculty Executive Committee, and the Undergraduate Council (who chose not to opine). These reviewing agencies all supported the proposed change.

Graduate Council found that the name change from the M.A. to the M.S. reflected how the field and degree requirements have changed over the past years and brings the degree in line with comparable programs. The department argued that this change would make its graduates more competitive. Graduate Council agreed with the other reviewers and unanimously voted to approve the change.

Per policy, Graduate Council of the Academic Senate has forwarded this proposal to my office for administrative review. Executive Vice Chancellor David Marshall has reviewed the proposal and concurs with Graduate Council’s approval and recommends that I offer final administrative endorsement. I have reviewed the proposal and Senate comments and offer final administrative endorsement for the proposed name change.

With this final administrative endorsement, the proposal can be placed on the Agenda of a future Faculty Legislature meeting for final legislative action.

cc: David Marshall, Executive Vice Chancellor
    Toby Lazarowitz, Executive Assistant
    Shasta Delp, Executive Director
February 3, 2022

To: David Marshall, Executive Vice Chancellor

From: Susannah Scott, Chair, Academic Senate

Adam Sabra, Chair, Graduate Council

Re: Proposal for a Simple Name Change for the Master of Arts in Ecology, Evolution, and Marine Biology

Per the policy and procedures for the Name Change of an Existing Graduate Degree Program, I am forwarding for your review and consultation with the Chancellor, a proposal from the Department of Ecology, Evolution, and Marine Biology to change the name of the Master of Arts to Master of Science, for the Plan I and Plan II master’s degrees.

Prior to action by the Graduate Council, the proposal was distributed to the Interim Dean of Graduate Division, the Dean of Mathematical, Life, and Physical Sciences in the College of Letters and Science, the College of Letters and Science Faculty Executive Committee, and the Undergraduate Council (who chose not to opine). The other reviewing agencies all supported the proposed change.

Graduate Council found that the name change from M.A. to M.S. reflects how the field and degree requirements have changed over the past years, brings the degree in line with comparable programs, and will make our graduates more competitive. Graduate Council unanimously voted to approve the change.

The final step of the review is consideration for approval by the Faculty Legislature.

CC: Leila Rupp, Interim Dean, Graduate Division
Pierre Wiltzius, Dean of Mathematical, Life, and Physical Sciences, College of Letters and Science
Shasta Delp, Executive Director, Academic Senate
Toby Lazarowitz, Executive Assistant to the Executive Vice Chancellor
Steven Velasco, Director, Institutional Research, Office of Budget and Planning
Robert Hamm, Assistant Dean, Graduate Division
Rickie Smith, Director, Academic Services, Graduate Division
Heather Liu, Administrative Assistant to the Dean, College of Letters and Science
**Proposed Name change for MA Degrees within Ecology, Evolution, & Marine Biology (EEMB)**

Prepared by Deron Burkepile, Professor & Faculty Graduate Advisor EEMB

1. **Effective Date**: Ideally, Fall 2022

2. **Rationale**

We propose changing the names of our current Master’s degrees offered in EEMB. The degree named ‘MA Plan I: Thesis Track’ would change to ‘MS Plan I: Thesis Track’. The degree named ‘MA Plan II: Comprehensive Examination’ would change to ‘MS Plan II: Comprehensive Examination’.

The main rationale is to offer a Master of Science (MS) degree rather than a Master of Arts (MA) to those students achieving an advanced degree in the sciences. Many graduates in the sciences require a MS for their career advancement and our current degree as a MA does not fulfill this requirement. Thus, we are forced to turn students away from our program simply because of the name of the degree we currently offer. We are not changing any piece of the curriculum for either degree. The change would simply reflect the updated names for both the thesis and comprehensive exam plans. Additionally, the change to a MS degree would bring us into line with ecology and evolutionary biology departments at the majority of our sister UC campuses (Davis, Irvine, Riverside, San Diego, UCLA) that all offer MS degrees. The requirements of our current MA degree are nearly identical to those for the MS degrees at these other institutions.

For example, UCLA offers a MS in Ecology and Evolutionary Biology. The UCLA EEB Graduate Handbook ([https://www.eeb.ucla.edu/wp-content/uploads/sites/171/2021/10/EEBGraduateHandbook_2122.pdf](https://www.eeb.ucla.edu/wp-content/uploads/sites/171/2021/10/EEBGraduateHandbook_2122.pdf)) states that MS students are required to complete a minimum of 36 units of graduate of upper division course work with 20 units coming from the graduate level for a letter grade. Their courses include TA teaching training, Directed Research, and appropriate elective courses that complete their training. Students can achieve the MS degree via either a Capstone Plan (their version of a non-Thesis track via written exams) or a Thesis Plan.

In comparison, our EEMB MA program requires 30 units for the Thesis Track and 36 units for the non-Thesis Track of upper division course work with 20 units coming from the graduate level for a letter grade. Our courses also include TA teaching training, Directed Research, and appropriate elective courses that complete their training. Further, we include two core courses in Ecology and Evolution that teach core concepts in Ecology and Evolution. Like UCLA, students can achieve the current MA degree via either the non-Thesis (written exam) or Thesis Plan.

*Importantly, a student earning our current MA degree is being trained as a MS degree recipient. They should be awarded the degree that is the equivalent of their training.*
3. **Resource Implications**: There would be no resource implications or change in requirements as a result of the name change.

4. **EEMB Faculty vote**: 25 in favor, 1 against, 4 did not vote – Vote closed on 4/2/2021

5. **Course listings**: There will be no changes necessary in the prefix of course listings.
In addition to departmental requirements, candidates for graduate degrees must fulfill University requirements described in the “Graduate Education” section of the UCSB General Catalog.

Candidates for the Master of Science degree in EEMB must fulfill the minimum lower- and upper-division requirements or their equivalents for the major in their field of emphasis. Students admitted with deficiencies must rectify them early in their graduate studies. Core courses must be completed with a grade of B or better.

A major area of study must be selected from the list of specialized areas presented below. A minor area of study may be selected from this list or from an appropriate discipline in another department.

1. Ecology with Ecosystem, Evolutionary, Physiological, Plant Community, or Population emphases
2. Algal Physiology, Ecology and Systematics
3. Behavioral Ecology
4. Biology of Arthropods
5. Biology of Plants
7. Biological Oceanography
8. Bioluminescence
9. Ichthyology
10. Invertebrate Biology
11. Limnology
12. Macroevolution
13. Mathematics Biology
14. Parasitology
15. Plant Systematics and Evolution (Biochemistry Systematics, Biosystematics, Taxonomy)
16. Population Genetics
17. Stream Ecology
18. Vertebrate Evolution, Morphology, and Systematics
19. Comparative Physiology
20. Endocrinology
21. Pharmacology
22. Biogeography and Macroecology

Masters candidates must form a committee in their first year. They should consult with their major professor in determining who would be the most appropriate committee members.

At a minimum, the committee will consist of the major professor and two other UC faculty members, one of whom must be from EEMB. The third member can come from another department or even another UC campus if appropriate.
REQUIRED COURSES

GRADUATE COURSEWORK (30.0 units total)
A minimum of 30.0 units are required as described below. At least 20 units must be in the 200 and 500 series, excluding 597, 598 and TA courses (500, 501, 502). No more than half the graduate-level units may be in 596 courses.

SEMINAR FOR NEW GRADUATE STUDENTS (2.0 units total)
This seminar is designed to familiarize new graduate students with the EEMB faculty and the diversity of research being conducted in the department and to provide a forum for interactions among new graduate students. It is required of all incoming graduate students unless special circumstances prevent attendance.

<table>
<thead>
<tr>
<th>COURSE #</th>
<th>COURSE NAME</th>
<th>UNITS</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>EEMB 290</td>
<td>Introduction to Faculty Research</td>
<td>2.0</td>
<td></td>
</tr>
</tbody>
</table>

EECore GRADUATE CURRICULUM (8.0 units total)

<table>
<thead>
<tr>
<th>COURSE #</th>
<th>COURSE NAME</th>
<th>UNITS</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>EEMB 508</td>
<td>Levels of Biological Organization I: Individuals &amp; Populations</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>EEMB 509</td>
<td>Levels of Biological Organization II: Communities &amp; Ecosystems</td>
<td>4.0</td>
<td></td>
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</table>

Electives (20.0 units total)
The units may be taken in graduate or upper-division courses offered by the department. Courses outside the department may be substituted upon written approval of the student's advisory committee.

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<thead>
<tr>
<th>COURSE #</th>
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<th>GRADE</th>
</tr>
</thead>
</table>

TA REQUIREMENT
All masters candidates must qualify for and hold a teaching assistantship for the equivalent of two quarters during some point in the graduate career in order to obtain teaching experience. Associated with this are two training courses that must be taken at least once. These are:

<table>
<thead>
<tr>
<th>COURSE #</th>
<th>COURSE NAME</th>
<th>UNITS</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>EEMB 500</td>
<td>Campus Orientation This is a one-day seminar offered once a year in the fall.</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>EEMB 502</td>
<td>Teaching Techniques Offered fall and winter quarters. This must be taken prior to or concurrent with a student’s first TAship. Please note: This course is offered by MCDB in fall, and EEMB in winter. This may be taken in the winter of the student’s first year, rather than fall, even if TAing for the first time in the fall of that year.</td>
<td>2.0</td>
<td></td>
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<td>EEMB 501</td>
<td>Additionally, a student may receive course credits for TAing. To get this credit a student must register for EEMB 501. This has a variable number of units (1-4), depending on the time commitment of the TAship. A 50% time TAship is worth 4 units.</td>
<td>1.0-4.0</td>
<td></td>
</tr>
</tbody>
</table>
All students are expected to write and defend an original M.SA. thesis. Following successful submission of the thesis, the student undergoes a thesis defense. Required coursework must be completed by the end of the quarter in which the thesis is submitted. The student’s Master’s Committee supervises the thesis research, administers the thesis defense, and certifies the completion of required coursework.

**M.SA. Committee:**

<table>
<thead>
<tr>
<th>Chair:</th>
<th>__________________________</th>
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<tbody>
<tr>
<td>Member:</td>
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<td>Member:</td>
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Presentation of a research seminar to committee at the completion of the thesis. __________ (date)

**M.SA. DEGREE REQUIREMENTS SATISFIED:**

<table>
<thead>
<tr>
<th>Quarter/Year</th>
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</table>

**DEPT GRADUATE ADVISOR SIGNATURE:**

______________________________
Print Name

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### FOR GRADUATE DIVISION USE ONLY

<table>
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<tr>
<th>Residence requirement-minimum 3 quarters <em>(verify departmental requirement)</em></th>
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<tr>
<td>Master’s Thesis Submission Fee:</td>
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<tr>
<td>ProQuest ID Permission Ltrs uploaded?</td>
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</table>

**Master’s Degree Awarded (mm/dd/yy)**
In addition to departmental requirements, candidates for graduate degrees must fulfill University requirements described in the “Graduate Education” section of the UCSB General Catalog.

Candidates for the Master of ScienceArts degree in EEMB must fulfill the minimum lower- and upper-division requirements or their equivalents for the major in their field of emphasis. Students admitted with deficiencies must rectify them early in their graduate studies. Core courses must be completed with a grade of B or better.

A major area of study must be selected from the list of specialized areas presented below. A minor area of study may be selected from this list or from an appropriate discipline in another department.

1. Ecology with Ecosystem, Evolutionary, Physiological, Plant Community, or Population emphases
2. Algal Physiology, Ecology and Systematics
3. Behavioral Ecology
4. Biology of Arthropods
5. Biology of Plants
7. Biological Oceanography
8. Bioluminescence
9. Ichthyology
10. Invertebrate Biology
11. Limnology
12. Macroevolution
13. Mathematics Biology
14. Parasitology
15. Plant Systematics and Evolution (Biochemistry Systematics, Biosystematics, Taxonomy)
16. Population Genetics
17. Stream Ecology
18. Vertebrate Evolution, Morphology, and Systematics
19. Comparative Physiology
20. Endocrinology
21. Pharmacology
22. Biogeography and Macroecology

Masters candidates must form a committee in their first year. They should consult with their major professor in determining who would be the most appropriate committee members.

At a minimum, the committee will consist of three faculty.
GRADED COURSEWORK (36.0 units total)
A minimum of **36.0 units** are required, as described below. At least 24 units must be in the 200 and 500 series, excluding 597, 598, and TA courses (500, 501, 502). No more than half the graduate-level units may be in 596 courses.

SEMINAR FOR NEW GRADUATE STUDENTS (2.0 units total)
This seminar is designed to familiarize new graduate students with the EEMB faculty and the diversity of research being conducted in the department and to provide a forum for interactions among new graduate students. It is **required** of all incoming graduate students unless special circumstances prevent attendance.

<table>
<thead>
<tr>
<th>COURSE #</th>
<th>COURSE NAME</th>
<th>UNITS</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>EEMB 290</td>
<td>Introduction to Faculty Research</td>
<td>2.0</td>
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</table>

EECore GRADUATE CURRICULUM (8.0 units total)

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<tr>
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<th>UNITS</th>
<th>GRADE</th>
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</thead>
<tbody>
<tr>
<td>EEMB 508</td>
<td>Levels of Biological Organization I: Individuals &amp; Populations</td>
<td>4.0</td>
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<tr>
<td>EEMB 509</td>
<td>Levels of Biological Organization II: Communities &amp; Ecosystems</td>
<td>4.0</td>
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Electives (26.0 units total)
These units may be taken in graduate or upper-division courses offered by the department; courses outside the department may be substituted upon written approval of the student’s advisory committee.

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TA REQUIREMENT
All masters candidates must qualify for and hold a teaching assistantship for the equivalent of two quarters during some point in the graduate career in order to obtain teaching experience. Associated with this are two training courses that must be taken at least once. These are:

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<th>GRADE</th>
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<tbody>
<tr>
<td>EEMB 500</td>
<td>Campus Orientation. This is a one-day seminar offered once a year in the fall.</td>
<td>1.0</td>
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<tr>
<td>EEMB 502</td>
<td>Teaching Techniques Offered fall and winter quarters. This must be taken prior to or concurrent with a student’s first TAship. <em>Please note: This course is offered by MCDB in fall, and EEMB in winter. This may be taken in the winter of the student’s first year, rather than fall, even if TAing for the first time in the fall of that year.</em></td>
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CAPSTONE REQUIREMENT

All students are expected to pass a comprehensive examination. Required coursework must be completed by the end of the quarter in which the examination is completed. The student's Master's Committee administers the comprehensive examination, and certifies the completion of required coursework.

**M.SA. II Committee:**

Chair: __________________________

Member: __________________________

Member: __________________________

Comprehensive Exam passed: ___________ (mm/dd/yy)

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**M.SA. II DEGREE REQUIREMENTS SATISFIED:**

Quarter/Year

DEPT GRADUATE ADVISOR SIGNATURE:

Print Name

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**Master's Degree Awarded (mm/dd/yy)**
November 9, 2021

To: Adam Sabra  
Chair, Graduate Council

From: Leila J. Rupp  
Interim Dean, Graduate Division

Re: Proposal for Simple Name Change to the MA in Ecology, Evolution, and Marine Biology

I have read the proposal from EEMB to change their MA to an MS degree. The major rationale offered is that the current structure of the program is in line with what other UC campuses offer as an MS degree. In addition, the MS degree will attract and better position students looking for positions in industry.

For these reasons, I recommend approval of the change of name.
No comments from my side. This is a simple name change, well argued in the departmental proposal.

Pierre Wiltzius
Dean of Mathematical, Life, and Physical Sciences,
Executive Dean of the College of Letters and Science
College of Letters & Science
Office: (805) 893-5024
Email: MLPSdean@ltsc.ucsb.edu
December 13, 2021

To: Susannah Scott  
Chair, Divisional Academic Senate

From: Sabine Frühstück  
Chair, L&S Faculty Executive Committee

Re: Proposal for a Simple Name Change of Master of Arts in Ecology, Evolution, and Marine Biology

At its meeting on December 2, 2021, the Faculty Executive Committee of the College of Letters and Science (FEC) reviewed the proposal for a Simple Name Change of Master of Arts in Ecology, Evolution, and Marine Biology. This proposal would change the degree type for both the comprehensive exam and thesis based terminal Master's degree tracks offered in the Department from a Masters in Arts to a Masters in Science.

The committee viewed this as a solid proposal, with one observation. One committee member noted there is potential to offer different degree types based on the different tracks (i.e. exam based or thesis based) of the program, i.e. granting an MA for the exam track, and a MS for the thesis track, if there are differences in the approach of these tracks that warrants such distinction.

Under the assumption that the above option has already been considered in formulating the proposal, and viewing the proposal overall as solid, members voted unanimously to endorse the proposed change of name and degree type.

cc: Pierre Wiltzius, Executive Dean of the College and Dean of Science  
Michael Miller, Interim AVC and Interim Dean of Undergraduate Education