

UCSC's cornerstone

Hallowed college system put under microscope

By KAREN CLARK
Sentinel staff writer

SANTA CRUZ — Redwoods and the sea give UC Santa Cruz a special setting, but it is the colleges that give the campus an intellectual twist.

At most universities, professors are grouped into departments — like English or physics. That's true at UCSC, too, but they're called boards of studies. In addition, professors are encouraged to join one of eight colleges, where they become affiliated with others, who ideally are in diverse fields of study.

In recent years, it has been the boards of study that have gained in power — at the expense of the colleges. But now, many students who like the idea of being members of a smaller unit in addition to a larger university support breathing academic life back into the colleges.

Faculty members, on the other hand, are split in their interest in the colleges — often along disciplinary lines.

For instance, scientists keenly interested in their lab work often don't like the idea of being forced to teach a class for a college in addition to their other

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teaching responsibilities in their own divisions.

"The scientists tend to be a little more distant from the colleges," said Garth Illingworth, professor of astronomy. "Many have not had time to get involved."

Others worry that young faculty members don't have time to teach in the individual colleges, because promotions often are made based on research and work within the boards of study.

"As we developed, there were competing demands on time," said Adrienne Zihlman, professor of anthropology. "It was harder to participate in the colleges. . . . Time and energy were limited, and given all the other expectations, the colleges suffered."

"Santa Cruz is very idealistic, with a tremendous set of goals," she said. "But we are human beings."

When she came to UCSC 24 years ago, said Zihlman, there was a collegiate atmosphere that encouraged participation in the colleges.

Diminishing influence

First-year professor Jack Okamuo said he hasn't felt that.

"There has not been pressure for me to become affiliated with a college," said Okamuo, who teaches biology. "The teaching load is light when you first come in so you can establish a research load."

Okamuo said he would like to teach a campuswide course for non-biology majors.

Joseph Allen, dean of admissions and coordinator of a campuswide effort to define the academic focus of the colleges, said a meeting with new faculty like Okamuo was conducted last week.

"Most of them had been hired in the last five years, and have not been fully engaged in the colleges," said Allen. "Most of them expressed a strong desire to be part of a college if a college means an opportunity to work with and be with and associate with faculty from other disciplines."

Please see COLLEGES — A5

UCSC

At The Crossroads

Sunday Conflict on the hill:
Does anyone really know what all the fighting is about?

Monday When is it wrong to be right? The issue of political correctness.

Today At the age of 25, UCSC wonders, Is there a future in innovation?

Plan would bolster role of colleges

By KAREN CLARK
Sentinel staff writer

SANTA CRUZ — A revitalized academic program under the umbrella of a new College Division will be among the proposals debated by the UC Santa Cruz Academic Senate next week.

"We want to draw the professors back to the colleges," said Joseph Allen, UCSC dean of admissions, who has coordinated the campuswide look at the future of the colleges. "The cost — that's going to be the piece that's hardest to fit."

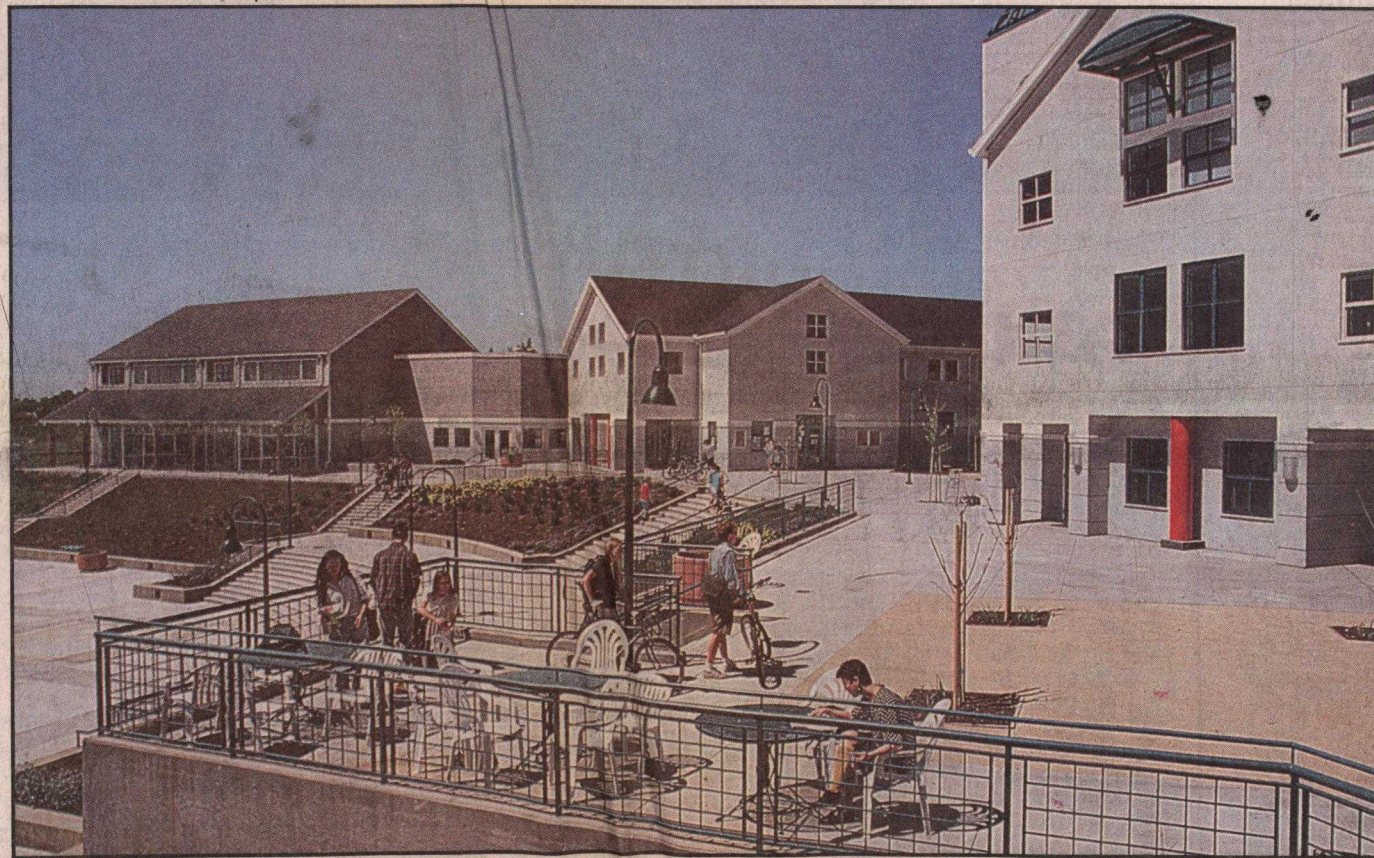
The Joint Subcommittee on Intellectual Life in the Colleges, chaired by Carolyn Clark, associate professor of anthropology, and Carol Freeman, a writing program lecturer, released its report Monday.

"It will be a wonderful way of renewing the colleges," said Chancellor Robert Stevens about many of the proposals in the report.

Among the highlights of the proposal:

- Creating a College Division of equal standing with the traditional divisions on campus (like humanities or natural sciences).

The dean of the new division would chair the Council.
Please see ACADEMIC — A4



Dan Coyro/Sentinel

The role of the college — like College Eight, pictured here — is front stage at UCSC.

Who's next?

WANTED: A person who's decisive, but not bossy; a consensus-builder, but not one who toadies to public opinion; knowledgeable about the inner workings of a University of California campus, but sensitive to the unique niche UC Santa Cruz has carved within the system.

Good pay, and includes a nice house on campus. Short walk to the office. The down side? A faculty with a rambunctious streak.

By KAREN CLARK
Sentinel staff writer

SANTA CRUZ — That's one tall order. Especially for a campus looking for its fifth chancellor in 17 years.

Some people have been murmuring the word "ungovernable" when they talk about UC Santa Cruz. Not true, counter faculty members; just send someone they trust to do

Please see CHANCELLOR — A5

UCSC at the crossroads

Focus is on undergrads

By KAREN CLARK
Sentinel staff writer

SANTA CRUZ — Focusing on undergraduate education has given Santa Cruz a special spot in the research-oriented University of California system, but not a unique one.

Since 1985, when a document called the Smelser Report outlined changes necessary to enhance undergraduate education on UC campuses, administrators and faculty members have scurried to find fresh approaches.

Robert Stevens, in one of his first actions as UCSC chancellor, appointed a Committee on Undergraduate Education. It issued its report in December 1988.

In its preface, the committee noted:

"Excellence in undergraduate education has traditionally been regarded as a special strength of UCSC. Since the founding of the campus, particular emphasis has been placed on the development of innovative undergraduate programs; many experiments have been tried, including the system of colleges ...

"The committee did not attempt to carry out any studies to determine whether UCSC is in fact a better place to get an undergraduate education than other UC campuses," said the committee. "We found, somewhat to our own surprise, a remarkable degree of consensus on several fundamental issues, and we were able to draw up a statement of what qualities we would hope to find in a well-edu-

cated individual."

For the undergraduate, these included understanding world culture, ability to learn, ability to communicate ideas, creativity and depth in a discipline.

"An educated person is one who can integrate these various kinds of knowledge, understanding and ability into a whole and useful life and be a responsible participant in society," the committee concluded.

The report outlined how to provide this kind of undergraduate education, but the UCSC Academic Senate has yet to act on it.

"The Committee on Undergraduate Education produced an excellent report," said Stevens. "But it looks like that's dead at the moment in the (Academic) Senate, and that disappoints me."

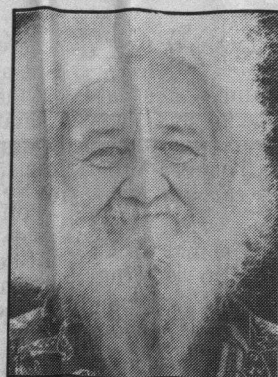
In 1989, a UC report on undergraduate education produced as a follow-up to the Smelser Report, charted how the campuses were doing, and what could be done in this area.

Many of the goals are being addressed as UCSC studies the future of its colleges.

On the other hand, said Stevens, one of the problems UCSC has faced during its maturation is the overwhelming preponderance of undergraduates.

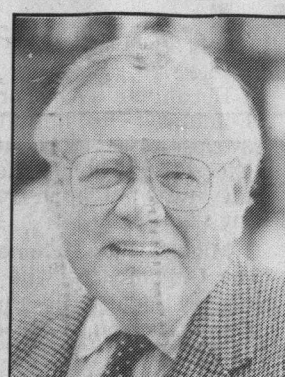
"It was intended by 1975, 10 years after it started, to be 35 percent professional and graduate students," said Stevens. "Today we have no professional studies and 8 to 9 percent graduate students."

"And that has meant it is a very atypical part of the University of California. ... As you look at the



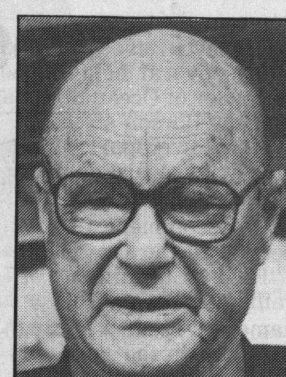
"I'd like it (the new chancellor) to be a woman of about 60 who knows when to be sensitive and when to be insensitive."

— Noel King, Merrill College faculty



"If you just think about it as an undergraduate institution, it would probably more logically belong in the state college system."

— Robert Stevens, UCSC chancellor



"I have great faith in the future of the place. It's in some dark days now, but bright days are ahead."

— Dean McHenry, first chancellor at UCSC



"Luckily we have an institution already here ... to address the needs of undergraduate education."

— Kathy Foley, Porter College provost



"The colleges are so endemic a part of the campus ... that it really is best worked out by those closest to it, whatever their differences."

— David Gardner, UC president

rhetoric of the campus, if you just think about it as an undergraduate institution, it would probably more logically belong in the state college system," said Stevens.

The Smelser Report goals had called for:

- Enhancing multi-cultural experiences for undergraduates.
- Assigning top faculty to teach lower division courses.
- Hiring better temporary faculty members.
- Lower division students work-

ing more with upper level professors.

• Rewarding professors who are good teachers.

At the February meeting of the UC regents, Carlton Bovell, faculty representative to the board, announced a faculty initiative to enhance the quality of undergraduate education.

Bovell, president of the UC Academic Council, listed four measures to improve the undergraduate experience of all UC students:

- Offering more classes of small size, including seminars, at the

lower-division level to increase the chance of early student-faculty contact.

• Offering more sections of required and popular courses so students can get through school more rapidly.

• Increasing the number of senior faculty and distinguished teachers in introductory courses.

• Increasing the opportunities for research relationships between faculty and undergraduates.

"I am convinced that the faculty of this institution can turn the challenge of budget crisis into a

challenge of educational opportunity," said Bovell.

He noted the All-University Faculty Conference on Affirmative Action that was convened in the spring of 1990 in the wake of the undergraduate reports spawned three major efforts:

- A task force on the personnel review process with special focus on teaching and service.
- A universitywide conference on mathematics.
- An all-university faculty conference on undergraduate education scheduled for 1992.

First chancellor praises original college concept

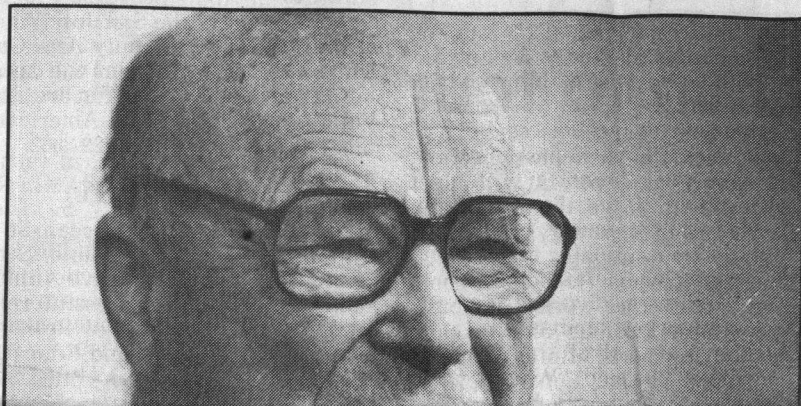
By KAREN CLARK
Sentinel staff writer

SANTA CRUZ — Building small colleges on a large University of California research campus was supposed to encompass the best of both worlds.

But swimming against the tide of tradition can be tiring.

"Nearly everyone on the faculty was trained in a single discipline, but the college model called for an interdisciplinary approach," said former Chancellor Dean McHenry, 80, the father of the college system at UC Santa Cruz.

"We underestimated the



Ronald Reagan as governor in 1966.

The formula hasn't changed, and UCSC preponderance of undergraduates has meant less funding for the colleges.

"The original plan was that each college would reflect a cross-section of all faculty on campus," said McHenry, who now lives on a small farm in Bonny Doon. "All the disciplines taught on campus were taught there (in the colleges)."

That way, if a freshman at, say, Cowell College, were interested in

"The original plan was that each college would reflect a cross-section of all faculty on campus."

— Dean McHenry

mer decided to give the boards of study and not the colleges all the power in hiring and promoting faculty.

"I think it's unfortunate the col-

selves from getting on with research and use the colleges as an excuse."

McHenry suggested that the best

of the disciplines." Eventually, professors were pulled back into the traditional university framework of research and departments. They yearned for what they knew — talking and associating closely with peers in their own disciplines.

That was the antithesis of what the interdisciplinary colleges were all about.

In the beginning, said McHenry, then-UC President Clark Kerr promised him that the traditional



Shmuel Thaler/Sentinel file

Ex-Chancellor Dean McHenry strived for innovation.

formula that gave more money for graduate students than undergraduates "wouldn't apply to all campuses" in the long run.

That turned out not to be the case. Kerr was forced to step down in the wake of campus unrest in the mid-1960s and the election of

anthropology, there would be a professor there to advise the student.

Because many professors preferred offices near colleagues from their own discipline (especially the scientists, whom McHenry called "blanks, duds, drones" for not taking more of an interest in the colleges) and the funding formula didn't give UCSC any extra money for this special set-up, the rules of the game were changed in the late 1970s.

Then-Chancellor Robert Sinshei-

leges were taken out of the appointment and promotion process," said McHenry.

"We had no trouble in the beginning finding people who were both good teachers and creative researchers," said McHenry, adding that many professors hired later appeared to have more interest in their research than in the colleges.

"A person with good self-control and who is gifted generally could do both," said McHenry. "But there are some lazy people who hang around . . . and excuse them-

way to put academic punch back into the colleges would be to return power to the provosts."

He said the provosts should have "at least a say in appointments and promotions. (And) I would bring enormous pressure to make sure each college had a cross-section of faculty."

McHenry said he would give more credit to professors who "spend a great deal of time with students" when it comes time for tenure decisions.

UCSC colleges

Cowell College

Founded 1965
Emphasis: humanities
Enrollment: approx. 1,150

Stevenson College

Founded 1966
Emphasis: public policy
Enrollment: 1,100

Crown College

Founded 1967
Emphasis: science, economics
Enrollment: 1,200

Merrill College

Founded 1968
Emphasis: Third World issues
Enrollment: 1,100

Porter College

Founded 1969
Emphasis: arts
Enrollment: 1,100

Kresge College

Founded 1971
Emphasis: issues of race, gender and sexuality
Enrollment: 1,000

Oakes College

Founded 1972
Emphasis: Issues targeting ethnic diversity and multi-culturalism
Enrollment: 700

College Eight

Founded 1972
Emphasis: environmental studies
Enrollment: 750

Academic program

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cil of Provosts, and would receive the college's budgets from the academic vice chancellor.

"Its purpose would be to propose, administer and evaluate programs designed to enhance those aspects of the educational experience of undergraduates that fall outside . . . the boundaries of the other academic divisions," said the report.

- Offering partial-unit courses in the colleges that would broaden students' choices, as well as entice professors into classes outside their boards of study.

- Expanding the core course traditionally required of all freshmen to include sophomores and transfer students.

- Developing seminars that would focus on a professor's research or other intellectual pursuits.

This would give lower-division students a chance to enroll in a small class taught by a faculty member, as well as "integrate the university's research mission with its undergraduate curriculum."

- Including a series of low-overhead courses in the arts that would expand students' cultural awareness.

- Creating a system where each college would be responsible for advising and monitoring a student's academic progress.

- Developing a system where professors would be assigned to a college, and they would be general, teaching, research or residential fellows.

Responsibilities and privileges would depend on the title.

'New vision' unnecessary

In their final report, committee members said ensuring that the colleges will be an asset to UCSC didn't require creating "a new vision."

"The idea of the colleges (that was) present at UCSC's founding stubbornly persists, not only in UCSC's architecture but also in the minds of the majority (on campus)," said the report.

"Small colleges can foster diverse educational opportunities and communities of great value and of the sort rarely found within large, monolithic public universities."

Members noted that in the proposal for the new campus in the Central Valley, UC educational leaders suggested educational colleges with their own faculty, resources, courses and requirements.

With the current climate of valuing and enhancing undergraduate education on UC campuses, said the report, "UCSC's college system offers a mechanism for addressing these challenges in ways that other universities can only dream about."

Members suggested that this value be extended not just to students who live in colleges, but also those who live off-campus, graduate students and faculty members.

Faculty wants to be valued

Getting faculty members more involved in the colleges, said the report, requires not only incentives, but also the guarantee that their participation will be valued.

"Faculty must be encouraged to teach more, and faculty must know that the quantity and quality of their teaching will make a measurable difference in merit reviews and promotions," said the report.

The committee suggested faculty members teach for the colleges an additional one- to three-unit course every three years, or provide a comparable service.

Some faculty members may be willing to do more, "with the understanding that their teaching and college service would have definite weight in their merit reviews."

In addition to teaching fellows, there would be general fellows, who would offer some courses in exchange for such things as certain meal privileges.

A research fellow in a college would be those who agree to teach courses that integrate their research into undergraduate seminars.

"We need courses in the colleges that aren't required, but are interesting," said Freeman during a meeting in March. "The question is how to keep the colleges a community as students move off campus (after their first or second year)."

She pointed out that a partial-unit course on a professor's area of research expertise would "be a way to connect research with teaching."

A fourth kind of fellow, a residential fellow, would live at the college, extending the intellectual mission of each college.

Committee members suggested colleges be assigned these specific responsibilities, and then be allowed to make decisions and be held accountable for what is accomplished.

"For the purpose of attracting donors and receiving grants, it is crucial that the colleges be able to form, communicate and maintain clear, long-range programs designed to create and sustain academic communities of the sort rarely to be found within large public universities," said the report.

William Domhoff, professor of psychology and chairman of the Academic Senate, was at the meeting in March.

He reiterated the need to compensate professors for teaching in the colleges in addition to their normal board and research duties.

Professor Clark said the faculty has indicated they support "creating an intellectual community, a place where people could meet and talk and feel at home" in the colleges.

There are two other key issues in the strengthening of the colleges:

- Strengthening the role of the provost and creating a specific job description to encourage applications from top professors.

- Improving the level of faculty advising for students. The provosts would supervise faculty advising.

Strengthening the provost

The provost also would organize the core course, help produce the partial-unit classes and seminars, and "create a community of faculty, graduate students and undergraduates."

Lurking behind the issue is who controls the non-academic side of the colleges, like food and housing.

"Basically our discussions so far . . . we believe the provost in the college should be the head of the college," said Freeman, which was reflected in the final report.

Vice chancellors may have something else in mind. If they move toward centralizing student services, the provosts would not be in charge of the administrative aspects of the colleges.

The committee suggested that issues related to housing in general and major maintenance and custodial services could be centrally administered.

The vice chancellors also are looking at ways to save money in the colleges while maintaining an academic focus.

Freeman said her committee has been cognizant of the need to be austere, but its work has not been driven by that need.

"In our thinking about this issue, we've not gone about it in a way where a goal was to save money," she said. "But we knew anything we came up with wouldn't be realized if it cost any more money."

Allen said decisions made this year may not all be implemented next year because of budget constraints, but they will be put into place as money allows.

He said having a focus for the colleges not only would help UCSC sell its special needs to the UC President's Office, but also to the public, which can help with contributions and endowments.

In its report, the committee suggested that these "minimum responsibilities" for the colleges shouldn't limit new and creative ideas.

"We would hope . . . that as colleges reconceive and re-create themselves to meet these responsibilities, several might begin to develop more ambitious, innovative and distinct visions of what a college might be."

The Academic Senate will debate the proposal Wednesday at 2:30 p.m. in the Performing Arts Center.

UCSC at the crossroads

Colleges have played key role

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They see the need for boards of study, said Allen, but "they have the need for something else as well." Many professors, however, are concerned about being forced to teach in the individual colleges.

"There are so many other responsibilities," said Karen Bassi, an assistant professor of the classics. "Most people who are working toward tenure would prefer to be teaching in their area of expertise, because that's also their research, and research equals tenure."

Intellectual centers

But Bassi supported the idea of making the colleges intellectual centers where lecture series geared toward undergraduates could be funded.

Funding is an important issue, especially in these times of billion-dollar state budget deficits.

In fact, while the professors are working on an academic model for the colleges, the vice chancellors are working on an administrative model, and deciding how much money is too much to pay.

Along those lines, a battle is being waged about what student services the colleges should provide, and which ones would be more cost-effective if governed campuswide.

Chancellor Robert Stevens said he agrees with "student critics" that services should be delivered in the colleges, but "whether those services have to be run by the colleges, I am much more skeptical."

Stevens, of course, also is interested in what academic model is accepted.

"I would like to see the colleges perform a much more useful academic function," he said. "In that sense, one might want far more courses taught in the colleges. Whether they should be organized by the colleges, I'm far from certain."

Student skeptical of process

According to student Brant Smith, Kresge College's representative to the UCSC Student Union Assembly, some students have been skeptical about the administration's reason for addressing the colleges.

Smith wondered if the administration is simply trying to save money, but added that the faculty may nevertheless be able to stop the decline of the colleges' influence.

"My guess is there will be a fairly strong vision for



Bill Lovejoy/Sentinel

Dean of Admissions Joseph Allen is the coordinator of an effort to find focus of colleges.

the colleges coming out of this, and that's really good," said Smith.

Smith said there needs to be incentives for faculty to teach in the colleges, and that could include "giving teaching the same weight as research in the hiring and tenure process."

Donald Rothman, provost of Oakes College, said he is worried the money might not be there to fund whole-scale changes.

"It can be frustrating to inspire ourselves to imag-

ine what an educational structure can be, and then to not have the money to put into it," said Rothman. "I hope there's going to be a serious transformation that I hope will strengthen the colleges."

Asking professors to teach in the colleges, and giving them the time and incentive to do so, goes hand-in-hand with the increased emphasis on undergraduate education being promoted in the University of California system.

"I think that we're seeing in the whole country an upswelling of opinion that there needs to be more

emphasis on undergraduate education," said Kathy Foley, provost of Porter College. "Luckily we have an institution already here ... to address the needs of undergraduate education."

Foley said the idea of professors teaching in the colleges hasn't died out completely, and "it can be made to work. The problem is some boards want complete loyalty to their own students."

David Thomas, associate professor of politics, said the colleges have "decayed" from their original "splendid promise."

"My opinion is they were unsoundly founded to begin with," said Thomas. "Their mission never was thought through by the founders of UC Santa Cruz."

Thomas said the colleges should be more than "attractive campus homes for students."

He suggested the colleges be responsible for some lower division courses, and be given the resources to carry out that mission.

One of the professors who looks back on the original concept for the colleges with hope is Virginia Jansen, an associate professor of art history.

"I'd like to see it easier for the faculty to engage in interdisciplinary work, both in teaching and research," said Jansen. "If one had the option — rather than being required — of teaching one course for the college, which then could be worked in an interdisciplinary way with other faculty, that would be a good thing for education."

Bruce Rosenblum, chairman of the physics department, said many professors would be willing to teach interdisciplinary courses in the colleges — but the proper financial structure has to be developed.

"I think that the college system is one of the great innovations at Santa Cruz ... and an ethic that undergraduates are important," said Rosenblum. "The trouble with the colleges is they've never succeeded really and we're constantly having these studies."

UC President David Gardner said whatever the future holds for the colleges at UCSC, it will be a campus decision.

"The colleges are so endemic a part of the campus, so inherently a part of its future, so intrinsically a part of its past and so embedded in the culture of Santa Cruz that it really is best worked out by those closest to it, whatever their differences," said Gardner.

Chancellor

Continued from Page A1

the right thing.

"I don't think a chancellor is doomed to fail here," said Diane Gifford-Gonzalez, an associate professor of anthropology. "It's a real facile thing to say this is an ungovernable campus. It could mean a lot of different things to a lot of different people."

Chancellor Robert Stevens, who will be leaving at the end of the year to write a book and then practice law, said his replacement likely will feel some heat

body who has an appreciation for knowledge in general," he said. "Someone who is not a narrow scientist or a narrow literature person, but who understands a lot of the forces at work in society."

And, said the father of the college system at UCSC, the next chancellor should support a multidisciplinary approach to undergraduate education.

Joseph Allen, dean of admission at UCSC, said he has worked in some capacity for all the men who have been chancellor.

Pointing to Stevens and former Chancellor Robert Sinsheimer, Thomas said "each was an extreme" between being tough and widely consultative. "What we need is some kind of judicious combination." Garth Illingworth, professor of astronomy, said a key to success would be good communication skills.

"You need someone with clear goals, and who somehow can transmit (ideas) to the faculty so they understand what he's trying to do," said Illingworth. "And then be

Ralph Abraham, professor of mathematics, said he is looking for a "political idealist with the charisma to lead."

The next chancellor, said Abraham, should have "a passionate interest in the colleges" and have an understanding that "education is extremely important in dealing with social issues."

Stevens, who makes \$147,000 a year, said the next chancellor faces "very important challenges."

"The potential of this place is enormous," he said. "What is needed is a chancellor who in some

Influence of UCSC colleges has been slowly declining

SANTA CRUZ — The colleges at UC Santa Cruz have given the campus its most unusual flavor, and its bitterest battles.

Their founders envisioned them as educational laboratories where experimentation would be the watchword.

Their inheritors labeled them glorified dormitories where experimentation has become not a watchword, but a will-o'-the-wisp.

Their future is being decided

hiring and promoting. They complained about the lack of kinship among professors of like disciplines because they were spread throughout the colleges rather than in one department.

So in the late 1970s, then-Chancellor Robert Sinsheimer decided this dual allegiance was not working. He gave hiring and promoting responsibilities solely to the boards of study.

No longer would the colleges pay

"Any chancellor who's doing his job is going to make different groups mad," said Stevens the day after announcing his resignation. "I don't think it's unique to Santa Cruz; maybe it's more extreme at Santa Cruz."

One reason for the quarrelsome nature could be the college structure, which "makes it more difficult to get people to work together across the campus," said Stevens.

Although the faculty is sensitive to the idea it eats up chancellors, Stevens said that may be its reputation.

"Certainly in the University of California system this is regarded as an ungovernable campus, and ... I can't say whether that's true or not," said Stevens. "But clearly this was started at a time and by people who were rebelling against the establishment ..."

"I suspect for that reason it's more difficult to get decisions to stick, more difficult to build coalitions and less easy to project how people will behave."

Wanted: a listener

UC President David Gardner, who will make the final selection, said a leader must listen to all sides, and then make a decision that respects the legitimacy of differing views.

"Now if you have people who are so holding onto their view that they must be 100 percent correct and everyone else must be a 100 percent incorrect, no chancellor can function," said Gardner.

"And the problem, therefore, is not with the chancellor, it's with people who are unyielding, unrelenting, so confident of their opinions as to afford no respect for those held by others."

Gardner said he was not suggesting such a climate is "characteristic of Santa Cruz, ... but I know there are elements up there who would fit that description."

Dean McHenry, UCSC's first chancellor, said the committee that helps find the campus's next leader should keep in mind its uniqueness in the UC system.

"I have great faith in the future of the place," said McHenry, who retired in 1974. "It's in some dark days now, but bright days are ahead."

What would McHenry look for if he were picking the next chancellor?

"I do think there are special qualities, requirements and abilities that need to be stressed," said McHenry. "One of them is a great energy. ... Perceptions can be changed a great deal if the campus does enough in the community."

The former chancellor also said it would be desirable if the person were part of the UC system so he or she would know the intricacies of such things as the Academic Senate's role in governing a campus.

"And it's better to have some-

"I suppose if I were to compose a perfect chancellor, I would graft parts of every one of them," said Allen. "Being decisive doesn't mean you have to forgo consultation ... In each way, we've been served well. The question is, what do we do next?"

That's a question on a lot of people's minds.

David Swanger, professor of education and creative writing, said the next chancellor must respect the undergraduate focus at UCSC.

"It all has to do with what you value," said Swanger. "The next chancellor must value what Santa Cruz is attempting. He must understand what makes a college work. He should be a champion of the colleges."

To Virginia Jansen, an associate professor of art history, UCSC's new chancellor must have vision, a knowledge of the UC system and have the confidence of UC President Gardner.

"No one has done all three," said Jansen. "You need someone who knows how a campus can be different within the University of California. But an absolute must is that they know the UC system."

"If the person doesn't understand shared governance (the Academic Senate's role in running the campus), the chancellor will run amok locally."

Understanding a key

John Wilkes, director of the science communication program and a 1967 UCSC graduate, said the key is understanding the campus.

"I think the chancellor needs to see UCSC is fundamentally different from other UC schools, and should remain so," said Wilkes. "We need someone to come in and be truly receptive to what is good about this campus ... and find a way to build on it."

"What we do not need is someone to come in here and shape us up; make us something we're not and never have been."

The chancellor, said Wilkes, "should get around to the colleges and talk to the faculty and know their names."

David Thomas, an associate professor of politics, was another faculty member who didn't agree UCSC was ungovernable.

"Why should UCSC, which is the second smallest school in the system, why should it be so uniquely difficult to govern?" asked Thomas. "But it is different in that it always will be overwhelmingly a predominately undergraduate institution."

The next chancellor, he said, should be "more attentive, more thoughtful, more imaginative. And he needs to be devoted to the undergraduate teaching mission."

Thomas sees the perfect UCSC chancellor as being "strong, fair, tough-minded, able to consult widely and at the same time able to make decisions."

supportive of him."

Page Smith, founding provost of Cowell College who retired from UCSC in 1973, said he blames the committee process of choosing chancellors as the culprit in getting weaker leaders.

"Each faction goes to great pains that nobody chosen is a strong figure," said Smith. "It's a very democratic way now ... and often they end up by knocking out the more aggressive and imaginative leader because they ruffle feathers."

Michael Cowan, chairman of American studies, said he wants the next chancellor to have "the capacity to bring people together on this campus. ... to talk through difficulties to find points of commonality."

"He should represent the campus in the President's Office and mount major fund-raising efforts."

Someone who has the ear of the president also tops Professor Bruce Rosenblum's list.

"What we need the most is a chancellor who can bring home the bacon from University Hall," said Rosenblum, chairman of the physics department. "This campus deserves more resources than the so-called formula gives us, because of its size and opportunity to become a first-rate campus. All we need is a little more resources."

But David Kaun, professor of economics, said the campus already looks too much to the President's Office for favor.

"The chancellor's not working for the campus, he's working for the president of the university, who's working for the regents," said Kaun. "I think the Santa Cruz campus is suffering from that more than anything else."

Because of the need to get money from the state Legislature and approval from the regents, UC chancellors "have got to be unbelievably smooth politicians," said Kaun.

UC President Gardner said such a characterization of chancellors is incorrect.

"I would say Chancellor Stevens is the most apolitical chancellor we have," said Gardner. "I don't think we can explain away the problems at Santa Cruz by suggesting that they are necessarily characteristic of UC campuses generally."

Idealism and leadership

Adrienne Zihlman, professor of anthropology, said leadership is the key, and not just at the chancellor's level.

She said faculty members must be ready to rise above the fray, and help move the campus forward.

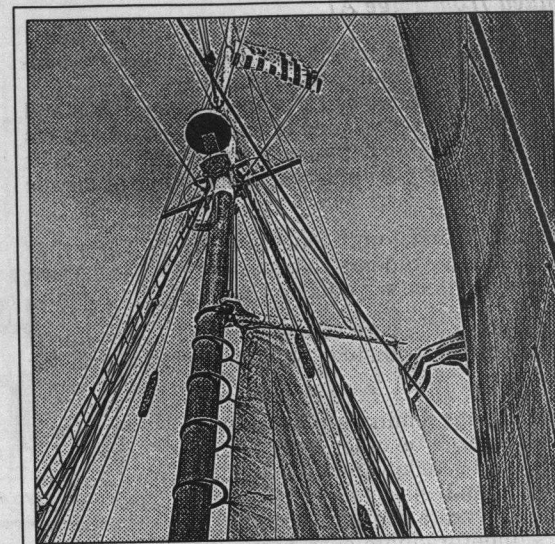
"All academics are hard to govern," said Zihlman. "Santa Cruz may be a bit more so because it's so young. ... We're trying to teach our students to think, to challenge, to look at things in a different way ... (and) we tend to challenge everything as faculty members."

mystical way can get the faculty and administration working together in one direction."

Professor Noel King, who teaches history of religion, had the most specific picture of who should be UCSC's next chancellor.

"I'd like it to be a woman of about 60 who knows when to be sensitive and when to be insensitive, and who understands when to be good-hearted," said King.

"A woman, to have survived to that age in the academic world, knows a great deal, but is sensitive and good-hearted," he said. "Sensitivity and good-heartedness are educated and bred out of men deliberately."



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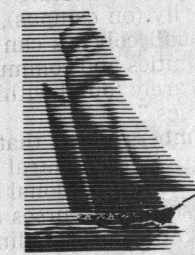
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a portion of professors' salaries, and they would have no say in who got hired or promoted in the university.

With professors now being paid by the boards, there was little incentive for them to go beyond their research and classroom responsibilities and teach a college course.

This made UCSC more closely aligned with traditional university departments and divisions.

So instead of places where innovative or unusual courses complemented the standard classroom fare, the colleges became more student-service providers and entertainment centers.