

Meeting Call for Regular Meeting of the Santa Cruz Division  
**Wednesday, February 18, 2015 at 2:30 p.m.**  
**Stevenson Event Center**  
**ORDER OF BUSINESS**

1. Approval of Draft Minutes
  - a. Draft Minutes of November 7, 2014 (AS/SCM/309)
2. Announcements
  - a. Chair Brenneis
  - b. Chancellor Blumenthal
  - c. Campus Provost/Executive Vice Chancellor Galloway
3. Report of the Representative to the Assembly (none)
4. Special Orders: Annual Reports  
CONSENT CALENDAR:
  - a. Committee on Academic Personnel (AS/SCP/1775)
5. Reports of Special Committees (none)
6. Reports of Standing Committees
  - a. Committee on Admissions and Financial Aid
    - i. Oral Report: Holistic Review: An Overview of Admissions Policy Changes and Current CAFA Goals
  - b. Committee on Educational Policy
    - i. Report on Expanding Grade Options at UC Santa Cruz (AS/SCP/1776) p.6
    - ii. Retention and Graduation Rates: Student Success Faculty Assistant, Professor Jaye Padgett Report (AS/SCP/1777) p.11
  - c. Committee on Faculty Welfare
    - i. Report on Housing, Online Education, and Healthcare (AS/SCP/1778) p.12
    - ii. Faculty Salary Analysis, February 2015 (AS/SCP/1779) p.15
    - iii. A Brief History of Employee Child Care at UCSC and Recommendations for Moving Forward (AS/SCP/1780) p.20
    - iv. Oral Report: The Quality of Life for UCSC Faculty
  - d. Senate Executive Committee
    - i. SEC Criteria for Silicon Valley Pre-Proposals (AS/SCP/1782) p.23
    - ii. Proposal for a Framework for International Engagement (AS/SCP/1781) p.25
  - e. Committee on International Education
    - i. Oral Report: Facilitating International Research Collaborations: Making the Campus MOU Process Swift, Easy and Open
7. Report of the Student Union Assembly Chair
8. Report of the Graduate Student Association President
9. Petitions of Students (none)
10. Unfinished Business (none)
11. University and Faculty Welfare
12. New Business

February 12, 2015

Academic Senate  
Santa Cruz Division

Dear Colleagues,

Several items on the winter quarter Senate agenda are important and timely. CEP is considering changing **grading options** and offers a report that presents some options as a precursor to legislation at a subsequent meeting. The Senate Executive Committee (SEC) presents a framework for campus-wide **international engagement** on the campus that will benefit from a thorough discussion by the Senate. Specifically, SEC asks what you think would foster international engagement that is not currently provided. On this topic, the Committee on International Education will give an oral report on best practices for the creation of MOUs with institutions abroad.

SEC submitted an informational item on the criteria the Senate will use to review the pre-proposal submissions to the CP/EVC's call for academic programs in **Silicon Valley**. There is no presentation for this item, but it does carve out time on the agenda for Senators to comment on the Chancellor's initiative to invest a significant number of faculty FTE in Silicon Valley, which he announced at the Fall Senate meeting.

Please attend the Senate meeting which will include additional reports on **admissions, child care and faculty salaries**. The meeting is Wednesday, February 18, 2015, from 2:30-5:00 p.m. at the Stevenson Event Center. The agenda may be viewed at: <http://senate.ucsc.edu/senate-meetings/agendas-minutes/2014-2015/2015-february-18-meeting/index.html>

These agenda have been prepared by your colleagues serving on Senate committees and several now require further discussion among the broader Senate, so I look forward to seeing you on Wednesday, February 18<sup>th</sup>.

Sincerely,



Don Brenneis, Chair  
Academic Senate  
Santa Cruz Division

**SUBMISSION OF PROPOSED CORRECTIONS TO THE MINUTES**  
**November 7, 2014 Senate Meeting**

The draft minutes from the November 7, 2014 Senate meeting were distributed via email on February 4, 2015 and will be presented for approval at the Senate Meeting on February 18, 2015. After being approved, these minutes will be posted on the Senate web site (<http://senate.ucsc.edu/senate-meetings/agendas-minutes/index.html>).

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

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

To assist the Senate staff, proposed changes should specify:

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

Please submit all proposed changes to arrive in the Senate Office **no later than 12:00 noon, Tuesday, February 17, 2014**. They should be addressed to the Secretary, c/o Academic Senate Office, 125 Kerr Hall or via email to [senate@ucsc.edu](mailto:senate@ucsc.edu).

Junko Ito, Secretary  
Academic Senate  
Santa Cruz Division

October 27, 2014

## **COMMITTEE ON ACADEMIC PERSONNEL Annual Report, 2013-14**

To: Academic Senate, Santa Cruz Division

The Committee on Academic Personnel (CAP) is charged with providing Senate consultation on faculty personnel cases, and makes recommendations to the deciding authorities, either Chancellor, Campus Provost/Executive Vice Chancellor (CP/EVC), and/or the Divisional Deans, on appointments, promotions, merit increases, and mid-career appraisals for Senate faculty, adjunct faculty, and professional researchers. CAP is not a deciding authority.

In the year 2013-14, CAP had one representative from Arts, two from Engineering, two from Humanities, two from Physical and Biological Sciences (including the Chair), and two from Social Sciences.

### **Workload**

In 2013-14, CAP continued its established practice of meeting weekly on Thursday afternoons. The Committee had one orientation meeting in the fall, and met to review files 29 times during the academic year (8, 11, and 10 meetings in fall, winter, and spring quarters, respectively, as well as one meeting during the summer of 2014).

CAP made recommendations this year on 250 personnel cases, 15 more than the previous year. Roughly 58% of the cases involved requests for accelerations and/or greater-than-normal salaries, which typically require more discussion than a normal merit review.

In recent years, the campus has reduced the use of *ad hoc* committees, bringing our campus more in line with practices on other UC campuses. This year, six cases had *ad hoc* committee reviews. Of the six *ad hoc* committees that were formed, three met to review promotion cases, one to review a merit increase case, and two met to review initial appointments. Typically CAP does not request an *ad hoc* committee for midcareer reviews, advancement to Step VI, appointments, or promotion to Professor, unless there is substantial disagreement at previous levels of review. However, for major promotions, when there is disagreement between department and dean, or there are one or more “no” votes in a department, CAP is likely to request the additional perspective of an *ad hoc* committee.

With the planned increase in campus hiring, the number of appointment cases increased since the previous year. In 2012-13, CAP reviewed 41 appointment files, 27 of which were ladder-rank. This year (2013-14), CAP reviewed 54 appointment files, 51 of which were ladder-rank. The number of retention cases remained the same as last year, with eight being reviewed in 2012-13 and eight reviewed this year (2013-14). Three of the retention files were for a faculty member whose file was seen twice, having had a regular merit or promotion case in the same year. CAP reviewed no reconsideration requests in 2013-14.

### **CAP’s Recommendations Compared to Administrative Decisions**

During 2013-2014, the number of cases for which the final administrative decision agreed with CAP’s recommendation decreased slightly. The two concurred roughly 76% of the time (187 out

of 247 completed files, with 3 initial faculty files being withdrawn before a final authority's decision), down from 82% last year. Disagreements were of two major types: about rank/step and/or about salary. The overwhelming majority of cases involving a disagreement between CAP recommendations and administrative decisions were salary increments, typically in the range of ½ step.

Of the 60 disagreements, CAP disagreed with the final administrative decision about the appropriate step in 20 cases. Of these 20 cases, the CP/EVC, Chancellor, or Dean offered a higher step in 15 instances and a lower step in five instances.

The remaining 40 merit, promotion, retention, and appointment cases involved disagreements concerning salary (20 with Dean's authority, 16 with CP/EVC's authority, and four with Chancellor's authority). In the Dean authority cases, CAP recommended a higher salary than was awarded in eleven cases and a lower salary in the remaining nine cases. Salary disagreements occurred with the Arts Dean in zero cases, with the Physical and Biological Sciences Dean in eight cases, with the Social Sciences Dean in two cases, with the Humanities Dean in four cases, and with the School of Engineering Dean in six cases. Of the 16 CP/EVC authority cases, CAP recommended a higher salary than was awarded in five cases and a lower salary in the remaining 11 cases. Finally, of the four Chancellor authority cases, CAP recommended a higher salary than was awarded in two cases and a lower salary than was awarded in two cases. CAP abstained from recommending a salary in three cases, and had a split vote in two cases.

### **Case Flow, Ad Hoc Committees**

CAP's workflow was typical of prior years. There were only two cases from 2013-14 that were not completed (due to *ad hocs*, requests for more information, and pending authority decisions) and were carried over to 2014-15.

Delays in the review of files are rarely due to CAP. CAP's process involves an efficient turnaround from receipt of a file to submission of a recommendation letter. Exceptions may occur when an unusually large number of files come in at one time, in which case some files may be delayed (usually no more than one week), or when a file requires further information or analysis. Pressing retention files are usually reviewed within a few days of receipt, and letters are sent immediately. Files that require an *ad hoc* committee are seen by CAP twice; first, these files are held by CAP for about a week to review the file and recommend names for an *ad hoc* committee. Then, when the *ad hoc* committee's letter is completed, the file is considered again. It should be noted that CAP nominates members of these committees (typically nine nominees), but the appointment of members and supervision of the *ad hoc* committee review is the responsibility of the administration. In our view, the Academic Personnel Office (APO) has been very efficient in forming committees quickly and ensuring that the letters are finished and returned to CAP in a timely manner.

During 2013-2014, 18 Senate members served as members of *ad hoc* committees. The academic personnel process cannot function without our colleagues' continued willingness to serve in this capacity. CAP thanks their Senate colleagues who served and encourages other faculty members to consider agreeing to serve in the future.

### **Online Review**

In 2013-14, CAP, its Committee Analyst, and the Senate Director worked closely with the Academic Personnel Office (APO) during the design phase of the DivData Review online personnel review system to ensure that Senate and CAP processes and needs would be served by the new system. One CAP member served on the Online Academic Preview Steering Committee directed by APO, which included several stakeholders in the academic review process including faculty, department chairs, staff, and Vice Provost of Academic Affairs (VPAA) Herbie Lee, and provided recommendations for the design and implementation of the new system. The CAP Chair and Committee Analyst consulted further with APO to ensure that the overall personnel review process would be enhanced to the greatest extent possible by the new online system. The new online review system went live on May 1<sup>st</sup>, 2014 for ladder rank faculty reviews.

During the year, CAP raised concerns about the substantially lower response rates of online course evaluations compared to hard copy evaluations and discussed the issue with VPAA Herbie Lee. On April 29, 2014, CAP wrote to VPAA Lee suggesting that a short document of *Best Practices* be produced to give faculty guidance on approaches that may result in higher online evaluation response rates.

### **Policy Issues**

CAP was asked to comment on a number of policy issues throughout the year, either by the campus Senate chair, the CP/EVC, or the Office of the President. This year, CAP commented on the following systemwide reviews:

- Proposed revisions to the APM 600 Series - Salary Administration, final review (11/14/13)
- The proposal to amend Senate Bylaw 55 (11/25/13 Round 1 and 3/12/14 Round 2)
- Proposed revised APM 025 - Conflict of Commitment and Outside activities of Faculty Members, proposed revised 670 - Health Sciences Compensation Plan, proposed new APM 671 - Conflict of Commitment and Outside Professional Activities of Health Sciences Compensation Plan Participants (1/16/14)
- Proposed revised APM Sections 133-17-g-j - Limitation on Total Period of Service with Certain Academic Titles, Section 201-1-c&d - Review and Appraisal Committees, Section 220-18-b - Professor Series, and Section 760-30-a - Family Accommodations for Childbearing and Childrearing (6/12/14)

Within the Santa Cruz Division, CAP commented on the following reviews:

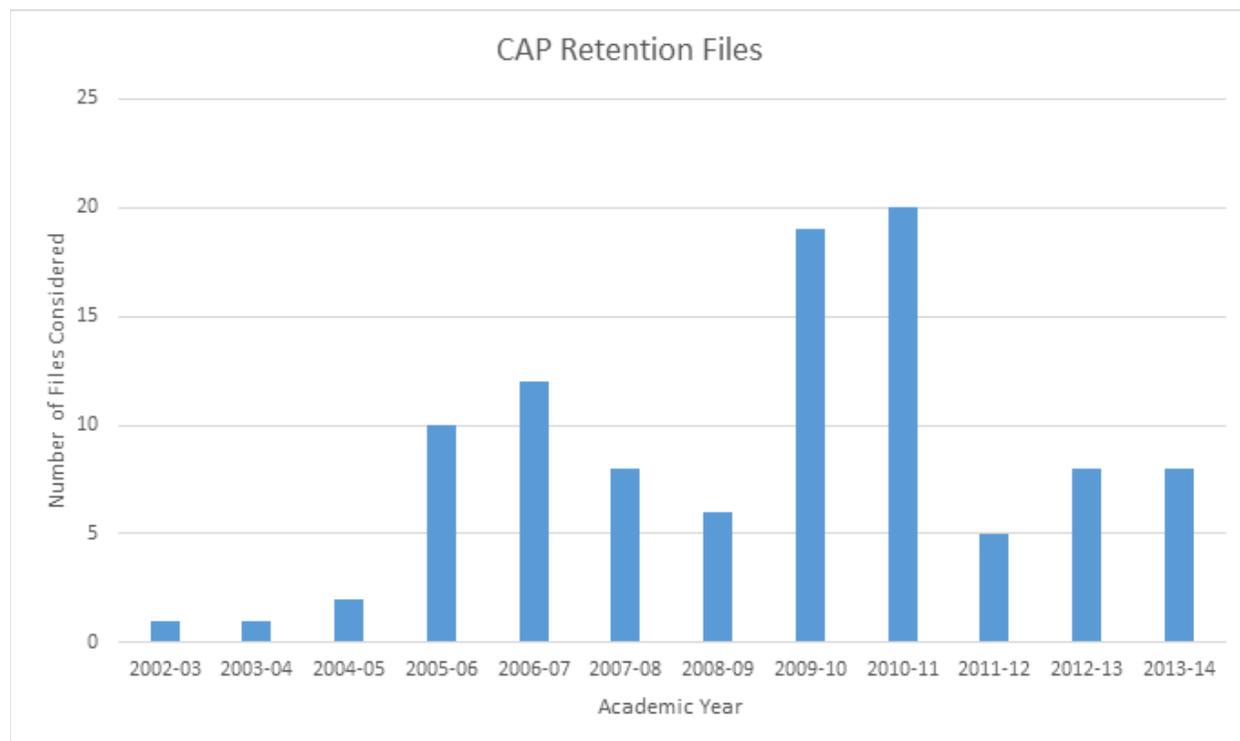
- The revised Silicon Valley Academic Plan (11/22/13)
- Proposed revisions to CAPM 402.200 - Deferral and Mandatory Review (1/10/14)
- Proposed new CAPM 101.000 - Waivers of Open Recruitment for Senate Faculty Positions (1/24/14)
- UCSC Faculty Mentoring Program Proposal (1/31/14)
- Languages and Applied Linguistics Department Proposal (3/14/14)
- The proposed Campus Online Education Course Agreement (4/23/14)
- The Computational Media Department Proposal (5/15/14)

### **Retention**

The loss of excellent faculty is a concern on our campus as well as across the UC system. CAP's

goal in making recommendations on these cases is always to retain outstanding faculty, while also considering issues of equity with other faculty. The long-term goal is to improve salaries on our campus and across the UC system. The systemwide Academic Senate continues to seek remedies for the gap between UC faculty salaries and those of the “comparison eight universities.”

Number of retention files considered by CAP:



### **Suggestions for Improving Personnel Files**

Through the years, CAP has provided suggestions on how to improve the preparation of personnel review files. In the July 22, 2013 CP/EVC and CAP Chair Annual Memo, CAP requested that starting with all 2013-14 academic reviews, departments provide a table of the teaching done during the review period that includes a summary of the quantitative course evaluations. This table has proven to be extremely useful as it provides comparable overview statistics for all personnel. In addition, CAP members no longer have to spend their time tabulating course evaluations and can focus more time on reading individual student comments.

In recent years, CAP has provided tips and suggestions to departments for preparing faculty files in the form of a “Top 10 List of Tips for Preparing Faculty Files” document. This year, CAP also updated its “Tips for Faculty Preparing Personnel Files” document to assist faculty in preparing their files, which includes tips for personal statements as well as major action reviews. Both documents may be found on the CAP web page at:

<http://senate.ucsc.edu/committees/cap-committee-on-academic-personnel/index.html>.

### **Acknowledgements**

The academic personnel review process depends on the accumulated work of many hands. We would like to acknowledge the talented staff of the Academic Personnel Office (APO) and AVC Pamela Peterson. The personnel of the APO are a special group of people; they are extremely knowledgeable and helpful, creative and hardworking, and instrumental in the personnel review process and in providing the information that CAP needs to get its work done. We thank the departmental staff for their hard work and skill in helping to prepare and process personnel review files, and are especially thankful for the gifted and dedicated divisional academic personnel coordinators and analysts.

Our deepest appreciation goes to Jaden Silva-Espinoza, our Senate Analyst. While juggling the work of several Academic Senate committees, Jaden served CAP with amazing efficiency and good humor. CAP was able to function smoothly because of Jaden. Jaden is a quick-thinking, problem-solving, detail-oriented force of nature! Her contributions to the personnel review process are immeasurable.

We would also like to express our appreciation for the collaborative interactions with the divisional leaders, Dean Kamieniecki, Dean Ramirez, Dean Koch, Dean Ladusaw, Dean Yager and Associate Dean Berger, and with our campus leadership, CP/EVC Galloway, VPAA Lee, and Chancellor Blumenthal.

We consider it a great privilege to have served on CAP this year, and are extremely grateful for our colleagues and all those who play a part in the academic personnel review process.

Respectfully submitted;  
COMMITTEE ON ACADEMIC PERSONNEL  
Karen Bassi  
Alexandre Brandwajn  
Charles Hedrick  
Phokion Kolaitis  
Judit Moschkovich  
Leo Ortiz  
Warren Sack  
Candace West  
Christina Ravelo, Chair

February 4, 2015

**COMMITTEE ON EDUCATIONAL POLICY**  
**Report on Expanding Grade Options at UC Santa Cruz**

To: Academic Senate, Santa Cruz Division

Currently, there is no C- grade at UCSC, largely for historical reasons. Since the institution of required letter grades, CEP has observed adverse impacts on students, and especially on student aid, stemming from the absence of the C- grade. Consequently, CEP believes that it may be time to change our grading options to include the grade of C- in the options available to faculty when issuing final grades in courses. This change would align UCSC's grading policy with all of the other UC campuses. In a similar vein, current UCSC grading policy does not include the grades of D+ or D-, and we believe these grades should also be instituted within the proposed change.

The purpose of this document is to educate Senators and solicit comments in advance of a formal proposal to amend UCSC grading policy to include the grades of C-, D+ and D-. Senators will be asked to vote on the policy change at a future Senate meeting. This document provides an overview of the issues associated with adopting a C- grade at UCSC.

*Background*

To receive an undergraduate degree from the University of California, a student must earn a minimum of 180 credits with a grade point average (GPA) of 2.0 or higher; satisfy general education (GE) requirements of their campus; and satisfy the requirements of their major. At UCSC, instructors may issue letter grades of A (excellent), B (good), C (fair), D (poor), F (fail). The grades of A and B may be modified by a plus (+) or minus (-). The grade of C may be modified by a plus but not a minus (see Figure 1). Grade points ranging from 4.0 to 0.0 are assigned to all letter grades and used to calculate students' GPAs. Grade points are not assigned to P (pass) and NP (no pass); these grades are not used to calculate GPAs.

Although the criteria used to assign letter grades are highly subjective, some grades carry particular significance because they directly affect a student's ability to make academic progress and graduate in a reasonable amount of time. For example, a C (2.0) is the lowest grade that satisfies course pre-requisites, major requirements and GE requirements, while a D (1.0) is the lowest grade for which a student can earn credit toward the 180-unit minimum for graduation. Instructors must therefore pay special attention when setting the cutoffs between C, D and F grades in their courses.

[Federal financial aid satisfactory academic progress](#)<sup>1</sup> requires a 2.0 cumulative GPA and the accumulation of 36 units (D or higher) per year. Campus regulations require that students maintain cumulative and term GPAs of 2.0 to [maintain good academic standing](#)<sup>2</sup>.

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<sup>1</sup> For details on financial aid eligibility, see - <http://financialaid.ucsc.edu/types-eligibility/eligibility/sap.html>

<sup>2</sup> For details on maintaining good academic standing, see - <http://advising.ucsc.edu/success/standing.html>

### *Differences between the grading policies at UCSC and other institutions*

UCSC's grading policies differ from those used at other UC campuses in several important respects. UCSC is the only campus that does not allow faculty members to assign C- grades; all but one of our sister campuses allow D grades to be modified by a plus or minus (see Figure 2). Being regularized with respect to the other campuses of the UC system (and, indeed, most universities in general) is useful in its own right, since many students take courses at other institutions with these grading options. With that said, the existence of a C- grading option may be argued for on independent grounds as well.

Currently, UCSC faculty have a large gap in their assessment vocabulary; the current grading system prevents them from acknowledging work that falls just below the standard of acceptability for the satisfaction of prerequisites, major requirements and GE requirements. A C- grade could be used to assess work that is only slightly below this standard, but significantly better than work of failing or poor quality.

### *Impact of the current grading policy on UCSC students*

The inability of instructors to assign C- grades has significant ramifications for UCSC students due to the large difference between the grade points assigned for C and D grades (figure 1). If a UCSC student's work is just below the C (2.0) level, his or her grade is dropped to a D (1.0); at most other campuses, they would receive a C- grade (1.7) for comparable work. This may have consequences for the student's academic record and his or her ability to graduate in a timely fashion. If the student feels the need to re-take the class for grade improvement, this will have consequences for the student's time to completion and require a greater expenditure of resources to provide seats in these classes. Finally, in many cases, a D grade that might otherwise have been a C- will bring a student under the threshold for financial aid eligibility. In other cases, it may lead to a student being barred from enrollment or being unable to declare a major. Ultimately, the lack of a C- grading option may make it impossible for some students to remain enrolled at UCSC.

Many of the same arguments would also apply to adding the D+ (1.3) and D- (0.7) grade. With the exception of San Diego and Santa Cruz, all other UC campuses allow faculty to use modifiers to the D grades. This grade could indicate a level of work that currently cannot be expressed by the grading options available to faculty here. While adding a D+ and D- may not be as urgent as adding a C-, since the drop from a 2.0 to 1.0 is more precipitous than a drop from a 1.7 to a 1.0 or a 0.7 to a 0, it should still receive consideration. Adding a D+ and D- would bring us in line with most of the UC's, it would provide faculty members with more grading options, and it would be fairer to students.

For these reasons, CEP is convinced that expanding the range of available grade options in this manner is in the best interest of faculty and students. We invite feedback from other Senators about any potential grade option changes. The committee would like to gauge whether, in light of these arguments, there is campus-wide support for adding some or all of these grade options. We would like to continue this discussion with the Senate and determine whether legislative change is appropriate and, if so, a) whether we should add any combination of C-, D+, and D-

grades, and b) whether it should remain the case that the C grade (2.0) is the cut-off between Pass and Not Passing.

*Why doesn't UCSC have a C- grade option?*

When the Senate decided to adopt letter grades in all courses, replacing the prior system of Pass/No Record with optional A/B/C grades, CEP at the time wrote that the C- grade was not included to “(1) to maintain the integrity of the Pass (P) grade, (2) to prevent discrepancies in the treatment of identical work depending on whether it receives a P or a C- grade; and (3) to clarify the distinction between satisfactory work and work that is technically passing but not satisfactory” (AS/SCP/1275-1). These issues can be addressed by aligning the C- grade with NP, so that the C- accumulates units but does not fulfill major, general education, or prerequisite requirements.

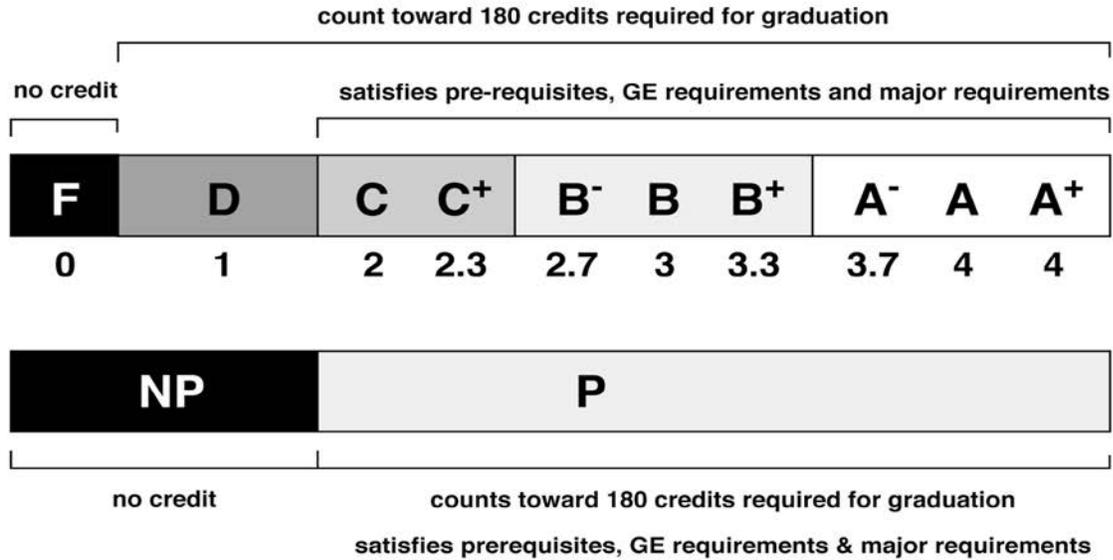
Additional historical background may be found on the Senate website.

*What regulations would have to be modified to alter our grading policies?*

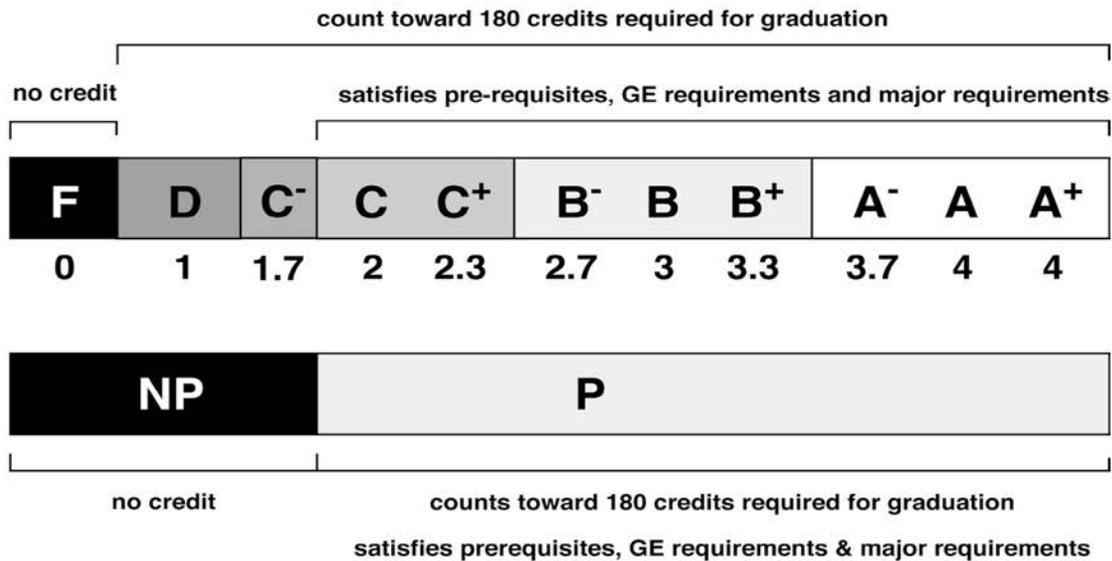
The introduction of the C- grading option to recognize work just below the level of C (2.0) would be fairly straightforward. Senate regulation 9.1.1 enumerates the grading options available to faculty; any change in what grading option can be used would have to amend this regulation. Regulation 9.1.8 states that only work which has received a grade of D, F, NP or W may be retaken. This regulation may have to be amended to include a C- grade (as well as and D+ and D-) if these grades are not sufficient for fulfilling GE requirements. Similarly, 9.4.1e and f should be changed, since it discusses how classes that are retaken for grade improvement would affect GPA. 10.1.2 discusses this issue in relation to a student's grade point average minimum as a requirement for a degree.

Assuming a C- grade is *not* to count as a Pass or fulfill GE requirements, regulations that discuss these issues need not be changed. 9.1.2 states that a grade of Pass can be awarded only for work which would otherwise receive a grade of C (2.0) or better. 10.2.2.1 and 10.2.3.1 state that only work that has been awarded a grade of P or C or better can be used to satisfy GE requirements. 10.4.8 states that students must complete all requirements for the major or minor with a grade of P, C or better.

**Figure 1: Current and possible grading options**  
**A. Current grading options at UCSC**



**B. Grading options under consideration\***



\*CEP also favors the introduction of D<sup>-</sup> (0.7) and D<sup>+</sup> (1.3) grading options

**Figure 2: Grades At Other UC's**

	<b>Grades offered</b>	<b>Minimum for Academic Credit</b>	<b>Maximum Grade to Repeat for Improvement</b>
<b>Berkeley</b>	C-, D+, D-	D-	D
<b>Davis</b>	C-, D+, D-	C-	D
<b>Irvine</b>	C-, D+, D-	D-	D+
<b>Los Angeles</b>	C-, D+, D-	D-	C-
<b>Merced</b>	C-, D+, D-	C-	D
<b>Riverside</b>	C-, D+, D-	C	D
<b>San Diego</b>	C-	D	D
<b>Santa Barbara</b>	C-, D+, D-	D-	C-
<b>Santa Cruz</b>	-	D	D

Respectfully submitted;

COMMITTEE ON EDUCATIONAL POLICY

Faye Crosby

Matt Guthaus

Sean Keilen

Mark Krumholz

Mary Beth Pudup

Heather Shearer

Tchad Sanger, *ex Officio*

John Tamkun, Chair

Max Hufft, SUA

Alicia Malmberg, SUA

Roxi Power, NSTF

February 4, 2015

## COMMITTEE ON EDUCATIONAL POLICY

### Retention and Graduation Rates: Student Success Faculty Assistant Professor Jaye Padgett

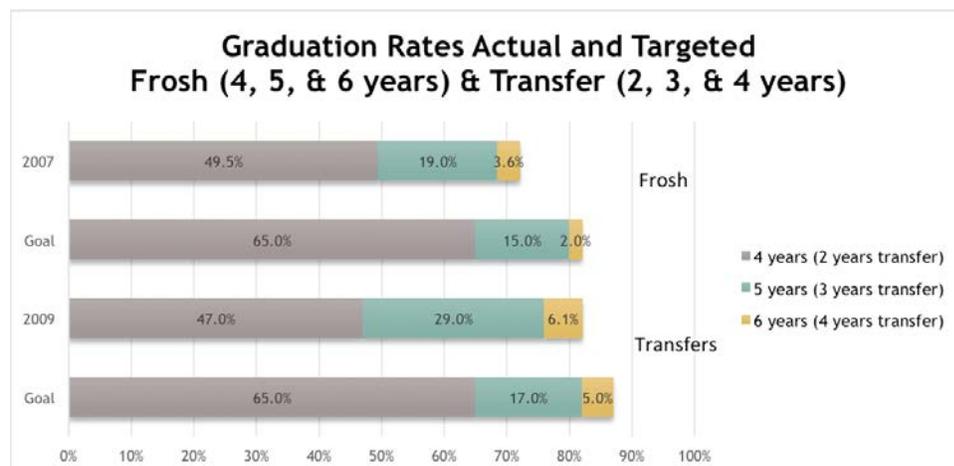
To: Academic Senate, Santa Cruz Division

The Committee on Educational Policy (CEP) will invite Jaye Padgett, Student Success Faculty Assistant to the CP/EVC, to report on student success efforts and goals for UC Santa Cruz.

Come hear

- Why we can be proud of our graduation rates and time to degree
- Why they need to be better
- What the campus is doing about it

The graph below shows **actual** UCSC graduation rates for a recent (2007) cohort as well as the rates adopted as **goals** by the Student Success Steering Committee. Our goals would raise 4- and 6-year graduation rates for incoming Frosh by about **10 percentage points**.



This discussion about graduation rates could inform Senate decision-making, and CEP encourages Senate faculty to provide Professor Padgett with feedback about his efforts and recommendations.

Respectfully submitted;

COMMITTEE ON EDUCATIONAL POLICY

Faye Crosby

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Tchad Sanger, *ex Officio*

John Tamkun, Chair

Max Hufft, SUA

Alicia Malmberg, SUA

Roxi Power, NSTF

February 4, 2015

**COMMITTEE ON FACULTY WELFARE**  
**Report on Housing, Online Education, and Healthcare**

To: Academic Senate, Santa Cruz Division

The Committee on Faculty Welfare (CFW) will report on three important topics with regards to faculty welfare: Housing, Online Education, and Healthcare. These topics along with those of Childcare and Faculty Salaries, for which CFW has submitted separate reports, all play a part in the overall quality of life for UCSC faculty. A high quality of life draws faculty to UC Santa Cruz, helps with retention, and enables research, teaching, and service at the highest levels. Recent trends are now contributing toward an erosion of the quality of life for our faculty. CFW is monitoring these topics and will make recommendations for improvements. Further, the committee welcomes your comments, feedback, and suggestions, and invites you to share your ideas for enhancing the UCSC faculty quality of life at the February 18, 2015 Senate meeting.

**Housing**

The Resale Pricing Program was created in 2007 to level pricing inequities among campus units, ensure affordable campus housing for UCSC faculty, and generate funds for low interest loans and future housing projects. With the planned increase in hires and associated expected need for faculty housing, as well as the increase in surrounding market pricing, CFW set out to determine the overall mission and priorities of the Employee Housing Program and determine whether the methodology of the current plan is the best available tool for keeping housing affordable and attractive for employees that the campus is trying to recruit and retain.

Last year, in its [April 22, 2014 correspondence](#)<sup>1</sup> to CP/EVC Alison Galloway regarding the UCSC Employee Housing Re-Pricing Program Recommendation (2014-2015), CFW made several recommendations including finding other ways to cover program operating costs or future expansion, increasing turnover incentives, etc. CP/EVC Galloway later stated that she would be reluctant to consider a 2015-16 request for increase in pricing unless some of CFW's ideas are included or explored in the increase proposal.

In order to further consider these recommendations, brainstorm new ones, and assess the overall efficacy of the current program, CFW invited Steve Houser, Director of Employee Housing and Capital Planning, and John Thompson, Manager of Faculty and Staff Housing, to consult with the committee on December 4, 2014. The consultation brought to light the importance of housing allowances in assisting faculty with down payment costs, and that the housing buy-back program (wherein sellers sell their units to the campus, which in turn finds a buyer) enables faculty to sell their campus homes quickly in order to buy in a competitive market. Further, as off-campus costs continue to increase, the need for additional on-campus housing also increases.

Following the discussion, Houser and Thompson agreed to meet with a CFW Housing Sub-Committee to consider ways to make the Low Interest Option Supplemental Home Loan Program (LIO-SHLP) more viable for faculty, the appropriation of Re-Pricing net income, and best practices for moving forward with the creation of more campus inventory. CFW looks forward to

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<sup>1</sup> This correspondence can be viewed at - [http://senate.ucsc.edu/committees/cfw-committee-on-faculty-welfare/employee-housing/CFW\\_HousingRepricingRec2014\\_Galloway\\_0422141.pdf](http://senate.ucsc.edu/committees/cfw-committee-on-faculty-welfare/employee-housing/CFW_HousingRepricingRec2014_Galloway_0422141.pdf)

this collaboration and to making formal recommendations to the CP/EVC during the spring quarter.

### **Online Education**

On December 10, 2014, the Online Education Proposal Review Committee met to review a proposal eligible for Innovative Learning Technology Initiative (ILTI) funding, which in this instance was reserved for fully online courses. The committee consists of representatives from CFW, the Committee on Teaching (COT), the Committee on Computing and Telecommunications (CCT), and Vice Provost of Academic Affairs (VPAA) Herbie Lee, and was created to review proposals submitted in response to the campus request for online course proposals for cross-enrollment and Coursera courses. There was only one proposal for cross-enrollment for the committee to review. The committee determined that the low number of proposals may be due to a general preference of UCSC faculty to engage with learning technology in hybrid classrooms rather than fully online courses. The proposal was submitted by UCSC's Writing Program and was approved on the basis of the instructor's substantial experience with online education. As of the December meeting, there were no UCSC proposals for new Coursera courses.

### **Health Care**

In early January, following the announcement of the failed negotiations between Blue Shield of California and Sutter Health and inquiries from faculty, CFW looked into potential immediate and long term impacts on UCSC employees. Based on documentation provided by Blue Shield and UC Care, a CFW sub-committee consulted with Campus Health Care Facilitator Frank Trueba on January 14, 2015. Following communication with UCOP Human Resources through the University Committee on Faculty Welfare (UCFW), CFW determined that the impacts for most employees would be relatively modest during the "transition period" from January 1- June 30, 2015, with the exception of a small number of employees in two plans. In addition, CFW looked into longer term impacts upon cost and accessibility of care for the larger majority of UCSC employees who were enrolled with UC Care and make use of the Palo Alto Medical Foundation (PAMF) network.

The Blue Shield plans with Sutter (PAMF) listed as in-network providers are UC Care, Health Savings and Core. At UCSC roughly 1,200 employees are enrolled in UC Care, and 325 in Health Savings and Core combined. During the proposed transition period (January 1 – June 30), participants of UC Care were still able to receive in-network benefits with Sutter physicians as Tier One providers. However, for the Health Savings and Core plans, which are low premium, high deductible plans, Sutter (PAMF) physicians were no longer considered in-network, which meant that the rates charged for procedures would have been at non-negotiated rates. Once a participant reached their deductible, they would have paid 20% for procedures by Sutter/PAMF physicians, but at out-of-network (non-negotiated) rates. These rates are typically much higher than in network negotiated rates. For employees in those plans, this could have resulted in higher out of pocket costs depending on choice of physicians. Given the circumstances, CFW believes that participants in these two plans should have been given the opportunity to immediately re-enroll in new plans.

If Blue Shield and Sutter had failed to produce a new contract within the transition period, the long term consequences upon the accessibility and affordability of care for UCSC employees in the

three affected plans would have been severe, as the majority of UCSC faculty currently use Sutter (PAMF) providers. It is not clear whether the main alternative network Physicians Medical Group (PMG) in Santa Cruz County has a sufficient number of doctors who are accepting new patients to accommodate a large influx of UCSC employees who would have been seeking “Tier One” doctors under the UC Care Plan or “in-network” providers under Health Savings or Core.

Fortunately, Blue Shield and Sutter negotiated a new two-year contract extending into 2016. Still, the incident highlights the vulnerability of health care for UCSC employees, and potential problems regarding access and affordability that will have to be addressed should the Office of the President elect to expand UC care to include an HMO option. As the University begins to consider plan offerings for the next open enrollment period, CFW will continue to make the unique needs and concerns of the UCSC campus known through the University Committee on Faculty Welfare (UCFW) and supports the administration in doing the same.

Respectfully submitted;  
COMMITTEE ON FACULTY WELFARE  
Noriko Aso  
Adrian Brasoveanu  
David Cuthbert  
Ted Holman  
Andrew Mathews  
Benjamin Read  
Nina Treadwell  
Manfred Warmuth  
Roger Anderson, *ex officio*  
James Zachos, *Chair*

February 5, 2015

**COMMITTEE ON FACULTY WELFARE**  
**Faculty Salary Analysis, February 2015**

To: Academic Senate, Santa Cruz Division

The Committee on Faculty Welfare (CFW) annually reviews faculty salary comparative data and recently conducted its primary analysis of faculty salaries on the most recent data available, comparing UCSC with the other UC Campuses, and data mining available information for trends and issues. The most recent data available was from October 2013. The data contained salary information on 6,961 faculty members (roughly the same as the previous year) from all campuses except UC San Francisco (UCSF). Of these faculty, 1,471 were on the Business, Economics and Engineering (BEE) scale, and 5,490 were on regular scale.

For many years, UCSC had the lowest salaries among the UC campuses. In response to a joint Administration/Senate Task Force on Salaries, in 2008-2009 the administration, in cooperation with the Committee on Academic Personnel (CAP), initiated a “Merit Boost Plan.” The stated goal was to bring UCSC to the UC median. Annual analysis by CFW over the subsequent years indicated that this action had an initial significant positive effect, but our review of the most recent data from 2013 seems to indicate a potential pause in trend, when compared to 2012 and to other UC campuses.

With on-scale salaries essentially frozen, each campus has effectively created its own salary scale by varying the size of the off-scale salary increments. Past analyses show that the off-scales are the primary source of salary discrepancies between campuses. As such, for this year’s analysis, CFW’s methodology focuses on the off-scale increments for regular (non-BEE) academic year faculty, which is about 73% of the data provided by UCOP, to gauge the overall standing of UCSC among UC campuses, as well as to identify areas of discrepancy or concern that may warrant further attention (see Figures 1-3, and Tables 1-3 in the [appendix](#); all off-scales / salaries are reported in dollars). We focus on median off-scales rather than mean off-scales to avoid the skewing effect of outliers, though the means are also plotted in all the figures. For reference, box plots of salaries (not off-scales) for the nine UC campuses, with means included, are provided in Figure 3.

In Figure 1, we compare the off-scale amounts at UCSC to our five closest campuses, leaving out UCLA and UCB as outliers on the high end, and also UCM because of its comparatively small sample size. It is, however, worth noting that both UCLA and UCB are coastal/city campuses just like UCSC, with a cost of living similar to that which we experience in Santa Cruz. But they do skew the numbers considerably higher (see Figure 3 and Tables 1-3), so we do not include those campuses in this graphic analysis.

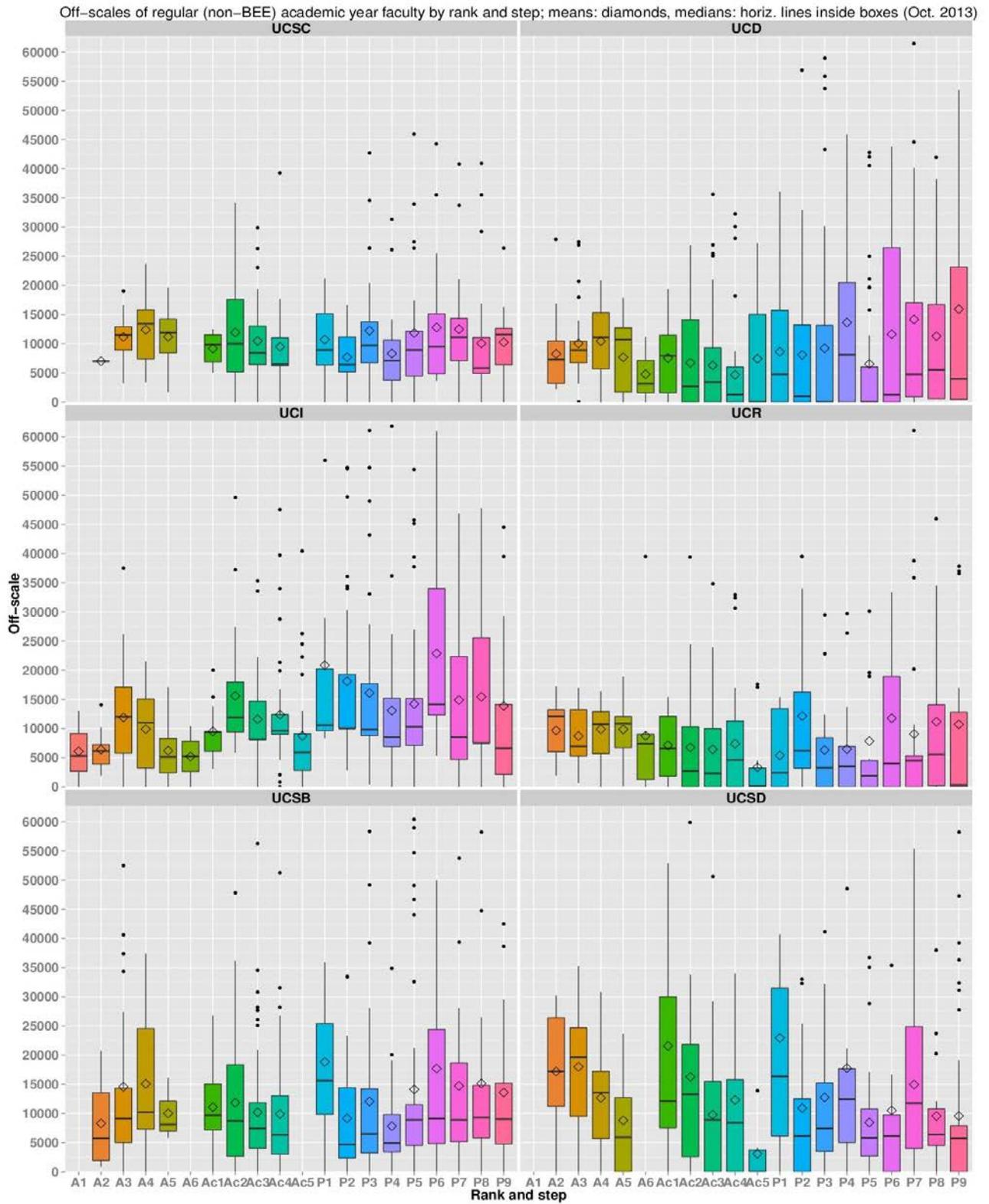


Figure 1: Box plots of off-scales for all ranks and steps at six UC campuses (UCB, UCLA, and UCM are excluded)

The most extreme outliers are omitted in all the figures so that the central bulk of the data can be more easily examined. Large differences between means (plotted as diamonds) and medians (horizontal lines inside the boxes) often indicate the implicit presence of such outliers.

Figure 2 plots the off-scales by rank and step aggregated for the nine campuses. There are no off-scales listed for Above Scale because at this level, there is no listed on-scale salary to begin with. This is why this rank has been omitted altogether in Figure 1 and Tables 1-3 in the appendix.

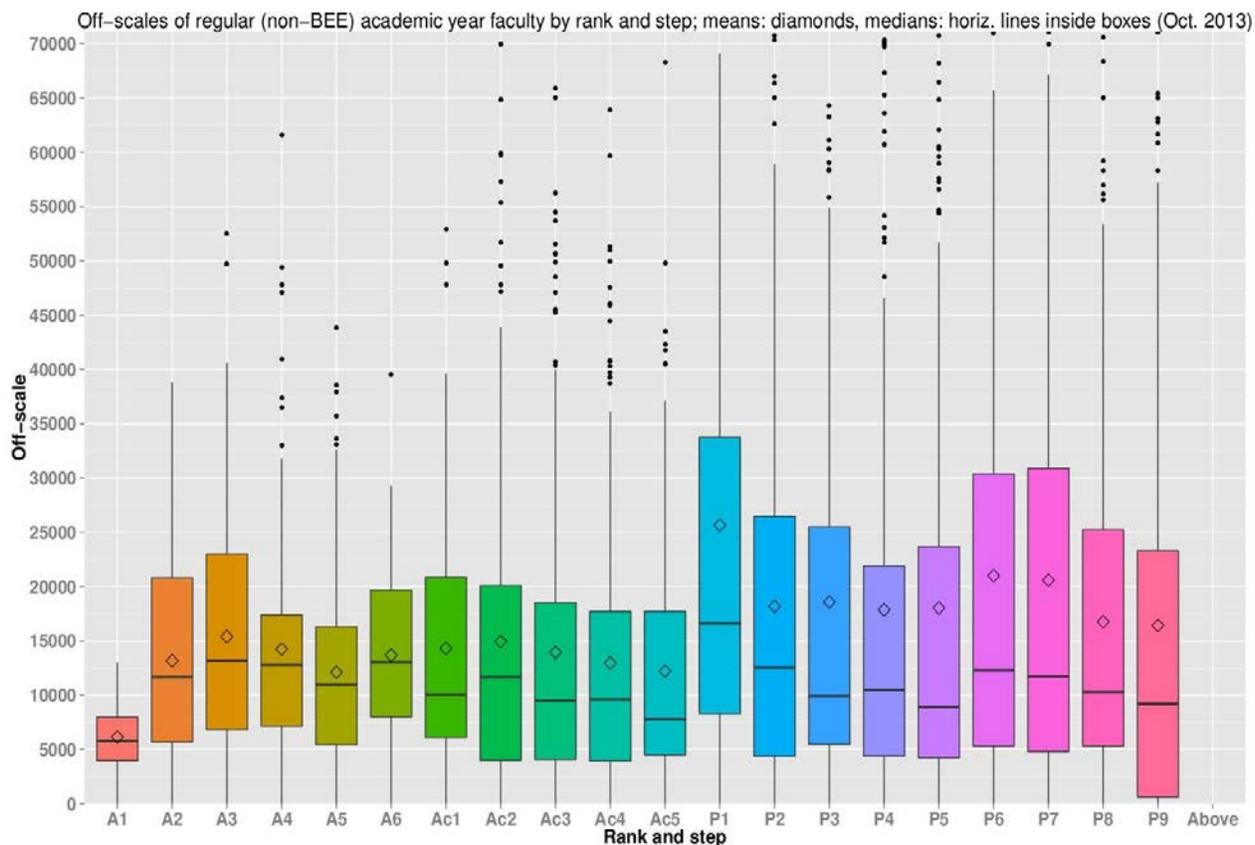


Figure 2: Box plots of off-scales for all ranks and steps (aggregated for the nine UC campuses)

As the box plots in Figure 2 show, the off-scales for all ranks are relatively flat (particularly the medians), with a larger spread in the upper tier. This is a worrisome pattern as it shows that Associate and Full Professors have not been sufficiently rewarded for their extended service and loyalty. In the case of UCSC, this likely reflects the practice of offering higher off-scale salaries during recruiting, without which the campus would struggle to hire junior faculty, especially given the local cost of living. For more senior professors to obtain additional off-scale (above merit boost), they would need to actively seek outside offers and/or request equity reviews.

Relative to the other campuses plotted in Figure 1, it is clear that UCSC still lags behind the UC median, and is just slightly above UCR and UCD. The UCSC off-scales (shown in Figure 1), and therefore the median salaries (shown in Figure 3), are just keeping pace with these other campuses, which are also implementing programs to boost salaries.

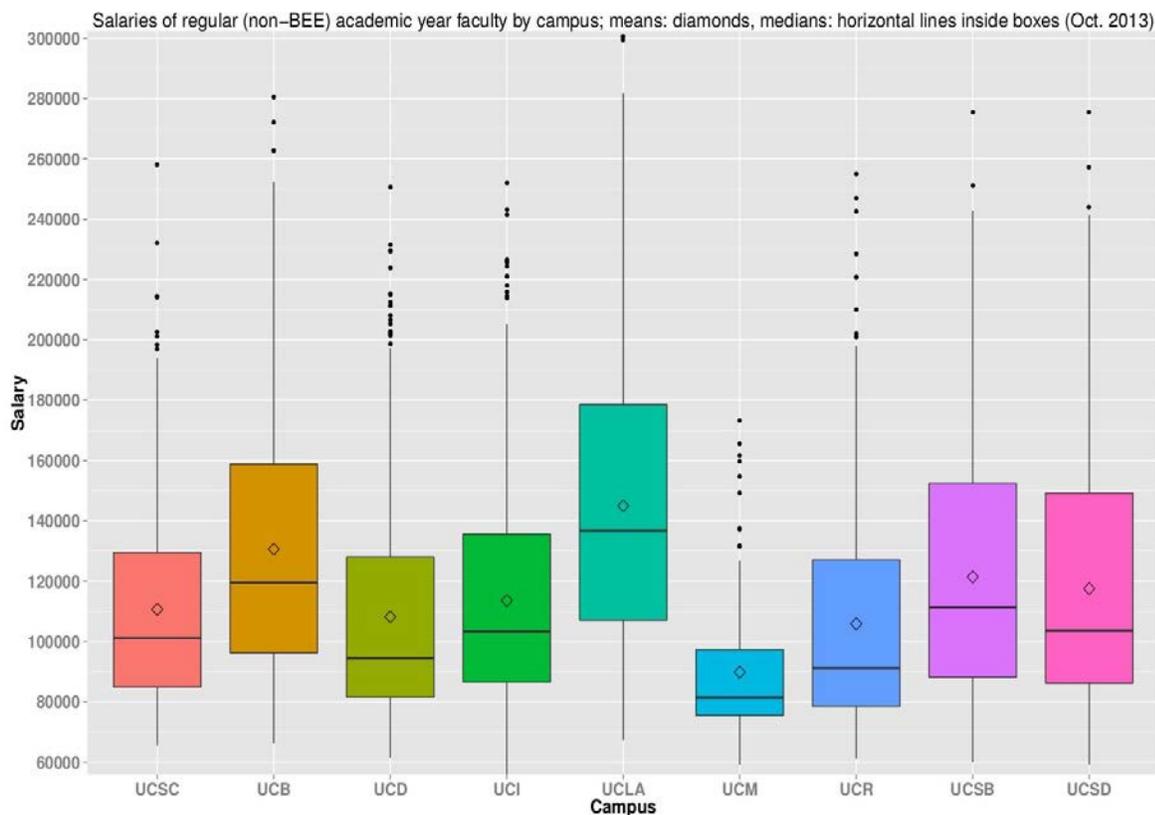


Figure 3: Box plots of salaries for the nine UC campuses (aggregated for all ranks and steps, including Above Scale)

As Figures 1 and 3 show, UCSC still lags considerably behind our most immediate comparison class, namely the coastal campuses UCI, UCSB, and UCSD. A particularly striking discrepancy in Figure 1 is the difference between the UCSC and the UCI/UCSB/UCSD off-scales in the upper tier, especially at the Professor 1 and above steps, but also at some Associate steps.

Finally, the overall UC pattern (shown in Figure 2) is that the median off-scale amounts system-wide tend to be higher immediately following a hire or a major promotion. UCSC (shown in Figure 1) is an exception with off-scales on promotion to Associate, Professor 1, and Professor 6 more or less the same as pre-promotion.

Off-scale amount is just one metric that we chose to highlight, as this is the primary source of differences in median/mean salaries from campus to campus. Accelerated rates of promotion also contribute to salary growth, but we do not have access to the appropriate data to assess this factor

for 2013. Past analyses (2012) have suggested that promotion growth (i.e., years since PhD) at UCSC is similar to that of other UC campuses.

In summary, past analyses show UCSC's Merit Boost program has noticeably raised the lower tier of campus salaries close to the system-wide means, but not the upper tier. The 2013 data, and the comparison with the previous year (2012), reaffirm this pattern; see Table 3 in the appendix, for example, which shows the differences between UCSC (first column) and UCSD (last column) at the Associate 2 through Professor 6 ranks.

Furthermore, the data (see particularly Table 3 in the appendix) seem to indicate that while UCSC salaries in 2013 are increasing relative to 2012 because of slightly larger off-scales, they are leveling off relative to our sister campuses as they institute their own programs, and standardize their individual scales through similar boost programs.

From the 2014 [Update of Total Remuneration Study for General Campus Ladder Rank Faculty \(July 30, 2014\)](#)<sup>1</sup>, it is also clear that UCSC is losing ground to comparison campuses across the country.

We are pleased that the Merit Boost program will be continued, but recommend that stronger measures be considered, particularly at the higher ranks. During the remainder of the academic year, CFW will continue its analysis of the most recent data and will consider additional recommendations to address UCSC faculty salary issues that may be implemented in 2015-16. Departments and faculty need to be further engaged in the goals of the Merit Boost program and cognizant of the fact that department recommendations have an effect on the overall success of the program. CFW invites faculty to share their thoughts regarding this report and the Merit Boost program at the Senate meeting on February 18, 2015.

Respectfully submitted;  
COMMITTEE ON FACULTY WELFARE  
Noriko Aso  
Adrian Brasoveanu  
David Cuthbert  
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Andrew Mathews  
Benjamin Read  
Nina Treadwell  
Manfred Warmuth  
Roger Anderson, *ex officio*  
James Zachos, *Chair*

February 5, 2015

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<sup>1</sup> The study can be viewed at - [http://senate.ucsc.edu/committees/cfw-committee-on-faculty-welfare/faculty-salaries/Total\\_Remuneration\\_Study\\_2014.pdf](http://senate.ucsc.edu/committees/cfw-committee-on-faculty-welfare/faculty-salaries/Total_Remuneration_Study_2014.pdf)

**Appendix A**

**Table 1: Median off-scales by campus and rank and step (Oct. 2012)**

Rank	UCSC	UCB	UCD	UCI	UCLA	UCM	UCR	UCSB	UCSD
A1				6,200		6,200			24,500
A2	6,900	9,600	4,970	6,900	23,900	6,300	10,900	8,900	17,500
A3	12,900	28,700	9,700	10,800	17,750	10,700	7,900	12,750	14,000
A4	7,300	15,200	7,095	3,600	22,000	8,850	10,300	9,150	8,800
A5	8,750	14,700	8,390	5,250	19,100	9,300	9,050	8,050	12,500
A6		13,500	1,520	0	18,200	11,050	11,600		
Ac1	10,350	24,050	6,000	9,300	21,700	4,000	5,000	8,100	12,550
Ac2	7,450	16,100	4,890	9,700	27,600	8,950	2,000	7,850	9,600
Ac3	7,900	13,500	2,460	7,900	24,050	12,000	3,200	5,850	3,750
Ac4	6,100	16,500	810	9,400	27,800	11,400	2,600	4,200	4,400
Ac5		7,100	0	5,600	15,500	4,750	3,000		0
P1	6,400	53,300	3,710	9,400	39,900	7,800	2,400	16,050	7,300
P2	6,200	27,500	0	9,800	27,100	6,400	8,300	10,150	8,400
P3	7,400	16,550	0	8,700	28,150	17,500	200	3,400	6,000
P4	6,800	10,900	655	6,800	37,300	6,800	3,400	4,800	10,100
P5	7,850	9,300	0	6,900	27,100	11,850	1,050	8,700	4,400
P6	9,300	14,700	890	12,100	24,200	7,700	4,550	6,250	4,700
P7	8,400	16,300	5,390	8,300	29,900	4,500	4,400	7,250	11,600
P8	5,700	5,700	5,515	12,100	18,800		200	8,100	6,100
P9	6,400	5,600	410	4,850	25,950	16,000	400	7,300	600

**Table 2: Median off-scales by campus and rank and step (Oct. 2013)**

Rank	UCSC	UCB	UCD	UCI	UCLA	UCM	UCR	UCSB	UCSD
A1				5,300		6,300			
A2	7,000	17,000	7,275	6,150	25,400	5,750	12,100	5,700	17,200
A3	11,500	29,300	8,870	12,000	26,100	11,050	6,950	9,100	19,600
A4	13,400	25,800	11,085	11,000	19,150	10,500	10,750	10,200	13,550
A5	11,900	11,400	10,720	5,100	29,700	9,750	10,850	8,100	5,900
A6		15,900	3,150	5,200	19,700	8,700	7,400		
Ac1	9,850	30,100	7,940	9,400	24,450	7,450	6,600	9,700	12,100
Ac2	10,000	21,200	2,705	11,900	25,200	10,400	2,700	8,700	13,250
Ac3	8,400		3,390	8,100	27,100	13,100		7,400	8,900
Ac4	6,500		1,250		28,400	8,400	4,600	6,300	8,400
Ac5			0		19,400	9,700	100		0
P1	8,900	69,100	4,740	10,550	43,350	32,500	2,400	15,600	16,350

P2	6,400	27,200	1,010	10,000	30,800	8,350	6,200	4,650	6,100
P3	9,700	20,950	0		30,750	12,800	3,300		7,400
P4	7,100		8,090	8,500		6,900	3,500	4,900	12,410
P5	8,900	12,150	0	10,300	29,300	16,800	1,900	8,900	5,800
P6	9,500		1,220	14,150	30,400	7,900	4,000	9,100	6,100
P7	11,100	16,050	4,740	8,500	32,050	4,600	4,500	8,900	11,750
P8	5,800	9,900	5,500	7,500	28,000	22,100	5,550	9,300	6,350
P9	11,600	10,300	3,970	6,645	29,900	16,300	300	9,000	5,700

**Table 3: Differences in median off-scales between 2013 and 2012 by campus and rank and step**

Rank	UCSC	UCB	UCD	UCI	UCLA	UCM	UCR	UCSB	UCSD
A1				-900		100			
A2	100	7,400	2,305	-750	1,500	-550	1,200	-3,200	-300
A3	-1,400	600	-830	1,200	8,350	350	-950	-3,650	5,600
A4	6,100	10,600	3,990	7,400	-2,850	1,650	450	1,050	4,750
A5	3,150	-3,300	2,330	-150	10,600	450	1,800	50	-6,600
A6		2,400	1,630	5,200	1,500	-2,350	-4,200		
Ac1	-500	6,050	1,940	100	2,750	3,450	1,600	1,600	-450
Ac2	2,550	5,100	-2,185	2,200	-2,400	1,450	700	850	3,650
Ac3	500		930	200	3,050	1,100		1,550	5,150
Ac4	400		440		600	-3,000	2,000	2,100	4,000
Ac5			0		3,900	4,950	-2,900		0
P1	2,500	15,800	1,030	1,150	3,450	24,700	0	-450	9,050
P2	200	-300	1,010	200	3,700	1,950	-2,100	-5,500	-2,300
P3	2,300	4,400	0		2,600	-4,700	3,100		1,400
P4	300		7,435	1,700		100	100	100	2,310
P5	1,050	2,850	0	3,400	2,200	4,950	850	200	1,400
P6	200		330	2,050	6,200	200	-550	2,850	1,400
P7	2,700	-250	-650	200	2,150	100	100	1,650	150
P8	100	4,200	-15	-4,600	9,200		5,350	1,200	250
P9	5,200	4,700	3,560	1,795	3,950	300	-100	1,700	5,100

**COMMITTEE ON FACULTY WELFARE**  
**A Brief History of Employee Child Care at UCSC and Recommendations for Moving Forward**

To: Academic Senate, Santa Cruz Division

UCSC is the only UC campus that does not offer a child care program for faculty and staff. There is widespread consensus that child care would significantly contribute toward recruitment, retention, and help address equity concerns. Accordingly, in [2004](#)<sup>1</sup>, and [2009](#)<sup>2</sup>, the Academic Senate voted in favor of resolutions to provide more child care for faculty and staff.

In 2001, UC President Atkinson authorized up to \$1.25 million to be made available as a [matching, one-time allocation](#)<sup>3</sup> for creating a dedicated child care facility for each campus. UCSC committed matching funds as part of an application for Atkinson's child care funds. UCOP accepted that proposal and made a commitment of those funds to our campus.

In the early 2000s, a limited number of faculty and staff children could enter the university's student-centered child care program. However, in 2010, faculty and staff children were no longer eligible for inclusion.

In 2011, the Child Care Task Force (CCTF) issued a [February 28 report](#)<sup>4</sup>, which recommended 1) quick-wins such as a web-based campus family resource network; 2) funding for initial development and operations; 3) an executive sponsor in our administration to coordinate and propel action; and 4) conversations with service providers to actively pursue both on-campus and off-campus options. In response to the CCTF report and further discussions with CFW, EVC Galloway agreed to set aside \$150,000 annually for five years to support faculty-staff child care development, totaling \$750,000.

In 2012-13, the university conducted informal discussions with an off-site child care facility downtown, but the arrangements were deemed unsatisfactory. There was also informal contact with the company Bright Horizons, which provides service to a number of other UC campuses. However, these UC campuses have since noted that Bright Horizons has raised its prices to the point that many faculty and staff cannot afford them.

In 2014, the UCSC Child Care Campus-Community Planning Team, supported in part from said reserved funds, issued a January 23 project report entitled, "Planning Faculty-Staff Child Care at the Granary and Family Resource Centers at UCSC." The planning team included Senate faculty members, the Early Education Services Director at the time, representatives of the Chancellor's/EVC Office, Colleges, Housing, and Educational Services (CHES), Planning and Budget, and representatives of various Santa Cruz County child care related programs. The report

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<sup>1</sup> The 2004 resolution can be viewed at - <http://senate.ucsc.edu/archives/Past%20Issues/resolutions/page/Resolution%20on%20Child%20Care%20052104.pdf>

<sup>2</sup> The 2009 resolution can be viewed at - <http://senate.ucsc.edu/archives/Past%20Issues/resolutions-page/ResolutiononChildCareSCP1631.pdf>

<sup>3</sup> Information regarding this allocation can be viewed at - [www1.ucsc.edu/currents/00-01/04-09/childcare.html](http://www1.ucsc.edu/currents/00-01/04-09/childcare.html)

<sup>4</sup> The report can be viewed at - [http://senate.ucsc.edu/committees/cfw-committee-on-faculty-welfare/child-care/child\\_care\\_task\\_force.pdf](http://senate.ucsc.edu/committees/cfw-committee-on-faculty-welfare/child-care/child_care_task_force.pdf)

further reflected direct consultations with child care directors at other UC campuses. The core of the report was a feasibility study and detailed business plan (that emphasized sustainability) for a Pre-K program for faculty-staff children to be operated at the Granary building, located at the base of campus.

On November 20, 2014, CFW consulted with CP/EVC Galloway. The committee was informed that \$730k of the original \$750k remains and CP/EVC Galloway made a commitment to continue to hold the remaining funds for its intended purpose only, to fund child care for faculty and staff. The committee was disheartened to hear that after surveying the location, the UCSC Child Care Campus-Community Planning Team proposal for a Pre-K site at the Granary is no longer being considered due to problems with the building layout and costs associated with correcting the issues. However, the committee was encouraged to hear that the matching offer from UCOP made in 2001 is most likely still available.

CP/EVC Galloway informed the committee that the current student child care center in Family Housing will be temporarily relocated when Family Student Housing is renovated, and that a new facility will eventually be built to provide child care for a greater number of students, and potentially a number of faculty and staff. Although this sounds promising, with the chronic shortage of space on campus, the high expense of campus construction, and lack of a specific start time for breaking ground on the Family Student Housing renovation, this solution for child care seems remote.

There is no plan to remedy UCSC being the only UC campus with no child care for employees. Given the high cost of living and challenges of raising children in Santa Cruz, a permanent solution could help with recruitment and retention of faculty. Faculty demographics predict substantial hiring of new faculty in the coming years. Child care is an attraction in recruiting, but also vital to retaining the new faculty in whom we invest so much. It is not just faculty that we recruit and retain but families. There now appears to be monetary resources to get faculty/staff child care off the ground, what is needed is the will to immediately make good on a commitment to our faculty and staff.

In its January 16, 2015 post-consultation memo to CP/EVC Galloway, CFW recommended that an interim solution be immediately implemented using the \$730k remaining from the seed money committed by the CP/EVC until a more permanent solution is found. CFW suggested that a portion of the \$730k could be applied toward child care vouchers for employees with children under the age of 12, following the [eligibility requirements](#)<sup>5</sup> of the new Childcare Reimbursement Program for graduate student employees that began in July 2014. CFW recognized that there must be a cap on such an expense. As such, the committee recommended that a set number of vouchers be offered each year to employees, based on eligibility, with criteria set by the Senate. A lottery could be used to determine which of the eligible applicants would receive vouchers.

Concurrently, CFW suggested that the options of an off-campus facility (managed by UCSC) be explored before the end of the 2015-16 academic year, as the options of a third party vendor and an existing building on campus have been explored and deemed unviable. An off-campus location

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<sup>5</sup> Full eligibility requirements can be viewed at - <http://graddiv.ucsc.edu/current-students/grad-student-employment/grad-childcare/index.html>

Committee on Faculty Welfare – A Brief History of Employee Child Care at UCSC and Recommendations for Moving Forward

purchased or leased and managed by UCSC has yet to be explored and could offer a more practical solution than building a new facility on campus. In addition, CFW recommends that the Child Care Advisory Committee be reinstated.

CFW invites faculty to share their thoughts on the topic at the Senate meeting on February 18, 2015.

Respectfully submitted;

COMMITTEE ON FACULTY WELFARE

Noriko Aso

Adrian Brasoveanu

David Cuthbert

Ted Holman

Andrew Mathews

Benjamin Read

Nina Treadwell

Manfred Warmuth

Roger Anderson, *ex officio*

James Zachos, *Chair*

February 4, 2015

## APPENDIX A

### **Childcare Reimbursement Program for Graduate Student Employees**

Each eligible ASE or GSR may be reimbursed up to \$900 per quarter under this program for qualified child care expenses incurred during the appointment period in any quarter of the year, including summer.

**Qualified dependent:** A qualified dependent is a child in the custody of the ASE or GSR who is twelve years old or younger as of July 1<sup>st</sup> for the following fiscal year (includes the current summer session and the new academic year). A child is in the custody of the ASE or GSR when they can be claimed as a dependent on the appointee's tax return.

**Eligible ASE:** A registered graduate or undergraduate student with at least a 25% appointment as an Academic Student Employee represented by the United Auto Workers who has (a) qualified dependent(s).

**Eligible GSR:** A registered graduate student with at least a 25% GSR appointment who has a qualified dependent.

Note: A student with both a 25% ASE and 25% GSR appointment is eligible for only one maximum reimbursement of \$900.

**Allowable receipts:** Receipts from a child care provider with a valid tax ID or Employee Identification Number (EIN) incurred during an eligible ASE or GSR appointment. Expenses incurred before the beginning of or after the end of an ASE or GSR appointment are not eligible for reimbursement.

**Child care provider:** A licensed child care provider with a valid tax ID. If care is provided in a day-care center, the center must charge a fee. If the center cares for six or more dependents who are not residents, it must comply with all state and local licensing laws and applicable regulations. Child care provided by the spouse, a child of the graduate student employee under the age of 19, a friend or relative living in the same household as the graduate student employee, or someone else the employee claims as a dependent for tax purposes is not reimbursable.

**SENATE EXECUTIVE COMMITTEE**  
**Criteria to Evaluate Silicon Valley Pre-Proposals**

To: The Academic Senate, Santa Cruz Division

CP/EVC Galloway sent a CALL for pre-proposals for academic programs in Silicon Valley (SV) on December 22, 2014. The Senate Executive Committee (SEC) has agreed to review the proposals in parallel with the administrative review and provide her the CP/EVC with their recommendations. This report puts forward the criteria SEC will use for the Senate review. They are consistent with the criteria set out in the CP/EVC's call, but widen the scope beyond Silicon Valley companies and government agencies to include local communities. These guidelines, along with the CP/EVC's Call, are posted on the [Senate website](#).

**The Academic Senate will evaluate Silicon Valley Pre-Proposals according to the following criteria.**

I. The research area should:

1. be an important current (or emerging) area with the potential to raise UCSC's national and international visibility, and thus aid in the recruitment of new students, faculty and staff;
2. leverage existing UCSC strengths;
3. have a natural and demonstrable connection to Silicon Valley—to local communities, or to local industry, or the NASA-Ames (or other government) research facilities; and
4. be sustainable in Silicon Valley, with sufficient resources, infrastructure, and intellectual environment to ensure a successful research program and career trajectory for ladder rank faculty stationed at the SV campus.

II. The teaching should include development of graduate/professional degree programs that:

1. target distinctive niches and/or have demonstrable competitive edge over existing programs;
2. demonstrate strong student demand (either from local professionals seeking career enhancement or from students attracted to the region by the program) and exhibit excellent placement opportunities that exploit Silicon Valley connections;
3. do not detract from, and preferably enhance, existing programs based on the main campus; and
4. have significant scale, at least 30 students per cohort (possibly combining alternative tracks) in steady state.

III. The program's financial viability must be demonstrated.

1. Masters programs should consider Professional Degree Supplemental Tuition (PDST) and Self Supporting Programs (SSP) as part of the funding model. (The PDST can directly support special instructional needs, student financial aid, student project support, professional development and placement services, among other things.)
2. It is expected that most students will not utilize campus-based financial resources.
3. Initial or likely later support by industry or government is a major advantage.
4. The program must help build a critical mass of faculty and students in Silicon Valley, with incremental increases in program funding being contingent on achieving specific benchmarks and enrollment targets in a timely way.

Respectfully Submitted;  
SENATE EXECUTIVE COMMITTEE  
Carolyn Dean  
Ólöf Einarsdóttir  
Dan Friedman  
Patty Gallagher  
Judith Habicht-Mauche  
Minghui Hu  
Junko Ito  
Catherine Jones  
Ken Kletzer  
Ingrid Parker  
Paul Roth  
John Tamkun  
James Zachos  
Don Brenneis, Chair

February 5, 2015

**SENATE EXECUTIVE COMMITTEE**  
**Proposal for a Framework for International Engagement**

To: Academic Senate, Santa Cruz Division

**Introduction**

Internationalization has become increasingly important in higher education. Professional and academic training encompasses global issues, economies and societies. As the world becomes more integrated, adequate preparation for many careers now includes understanding of processes of global change, knowledge of societies beyond US borders, and of concepts applicable beyond the borders of any single nation. University constituents, whether faculty, graduate or undergraduate students, alumni or staff, are regularly engaging with a globalized view of the world. With advances in communication technologies it is routine for those involved in higher education as well as those that train for academia or industry to function in a globalized environment.

UCSC, like other major universities, has considerable faculty-led research collaboration across the globe. We now seek to utilize the authority of the institution to facilitate faculty connections and build strategic partnerships in order to expand the university's international research, teaching and service. The administration and Senate have begun to explore what internationalization means for UCSC and to develop a vision for implementation. This exploration will extend beyond the discussion of international student enrollments that has occupied the Senate for the past two years. Our intention is to build wide-ranging bonds between the research, teaching and service we do on campus with such work worldwide. UCSC's global footprint is already recognized in areas such as research influence. We plan to enhance and translate this recognition into partnerships that bring intellectually scintillating faculty, graduate students and post-docs to UCSC in addition to well qualified international undergraduate students. These international scholars will boost the creativity and diversity of the campus.

While the Administration has made progress in the internationalization of the campus by putting infrastructure in place through the hiring a Senior International Officer, key Office of Admissions staff and reorganizing the International Education office, SEC agrees with the 2013 International Recruitment Assessment Report provided by the consulting firm CDB Solutions, Inc. which noted that the campus lacks a university-wide vision for international education. The next steps involve developing a broader vision with the focus on international engagement by placing emphasis on research and strategic partnerships to further wide-ranging collaborations, and ensuring that UCSC admits well-prepared international undergraduates. We must explicitly recognize and foster a culture of international engagement.

This document outlines a framework for building a multi-faceted global engagement that moves the university's mission of research, teaching and service into a wider arena. This global engagement is central to the growth of the university, its research excellence, its reputation, its teaching of California and international students, and its public service mission in the US and the world. First, it describes the vision the Senate considers UCSC's global engagement should

follow. Second, the document outlines pressing issues requiring immediate action from the administration, particularly relating to the recruitment, admission and support of international students. Combined, it puts forward a vision for UCSC's international engagement. Many faculty are already involved in organic international relationships. This report seeks to foster understanding of, facilitate, increase and leverage those engagements.

SEC articulates a broad vision for international engagement and globalization that encompasses:

1. a **faculty-centered orientation** for initiatives for overseas research and teaching, including partnership/collaboration agreements with overseas universities and other entities to expand research and attract colleagues, graduate students, post-docs;
2. building an **administrative architecture** to support global engagement;
3. plans for continued recruitment of, and support for, a **global student body**; and
4. for the longer term, curriculum adaptation and expansion to provide global competence for all UCSC undergraduates.

It is unlikely that international engagement will succeed if it is introduced solely as a top down initiative based on a budgetary mandate. In a thoughtful analysis of the modes of engagement and institutional logics of universities' international activities, Edelstein and Douglas (2012: 3) note: "In the end, most meaningful and successful change in the university occurs when the decentralized nature of the organization and the significant formal and informal authority of faculty is recognized and incorporated into the decision process in real and meaningful ways." Thus it is imperative to understand what is important to faculty regarding internationalization. To this end the Committee on International Education conducted outreach to identify faculty priorities that included a faculty survey, department visits, and a Senate Forum on International Engagement. In addition, during visits by CIE members to departments in 2013-14, it became apparent that there are a broad and significant diversity of international connections among faculty and great potential for UCSC internationalization.

The table below lists the first ten priorities, from a survey of UCSC faculty<sup>1</sup>, for campus support on international engagement.

<b>Topic</b>	<b>Number of comments</b>	<b>Summary of faculty suggestions for campus support</b>
Travel funds	20	Travel funds for research, collaboration and conferences
Funding for research and other initiatives	13	Funding for research, exploring collaboration, international conferences, area studies and international issues at UCSC
Collaboration	10	Facilitate collaboration and agreements, and faculty exchange programs
Inbound graduate students	8	Waive non resident tuition, facilitate summer internships
Language	7	Expand language teaching at all levels and provide teaching to fit faculty schedules
Housing	7	Provision of housing for visiting scholars and short term visitors
Visas	7	Simplify visa procedures for international postdocs, students and scholars. Single yr appointment for postdocs creates hassle
Support from administration	4	Facilitate research collaborations, international summer program, clarity on risk planning for travel
Inbound international undergrad	4	Ensure they are well prepared, English speaking,
Framing internationalization	3	Frame internationalization broadly, include support for non-government entities, such as human rights groups. Need to hire more faculty to teach international issues at UCSC

<sup>1</sup> Survey sent to all faculty and non-senate teaching staff in 2013 by the Senate Committee on International Education, 134 responded.

Edelstein and Douglass (2012) identify and describe nine ‘institutional logics’ for international engagement<sup>2</sup>. While we understand the budgetary exigency of increasing international enrollments, the Senate suggests that UCSC should continue to make a transition from a budget-driven orientation to one that is motivated by research, pedagogy and social responsibility.

Based on faculty priorities<sup>3</sup>, the Senate proposes that a set initiatives be undertaken:

1. Planning for the creation, as soon as feasible, of an **Office of International Engagement** to encourage and facilitate a range of international initiatives including research, funding, support for international visitors and conferences, and oversee institutional affiliations that support research, teaching and service,
2. Identification of **funding for international engagement** – create a funding model that sustains support for initiatives under the Office of International Engagement,
3. Creating *Regional Faculty Work Groups* to advise campus leaders on the choice of strategic partners and the construction of ‘**collaboration pipelines**’ enabling research collaboration and the recruitment of both graduate and undergraduate students,
4. **Inbound international students**: a series of initiatives to improve the quality, expand the pool, and provide appropriate support for incoming undergraduates; initiatives to support graduate students and postdoctoral fellows,
5. Administrative support for pedagogically innovative **faculty led overseas teaching programs**, and
6. Creation of joint alumni-senate **Council on International Engagement** along with an assigned development officer to seek donor funding for international initiatives.

## PART I.

### Support for Faculty Initiatives for Overseas Research and Teaching Research

#### Faculty initiatives

The top three priorities identified by faculty for campus support of international engagement are (i) international travel, (ii) overseas research and other initiatives, and (iii) the support of international collaboration. This suggests that there is opportunity and enthusiasm amongst the faculty for an international engagement led by research. Other successfully internationalized universities have placed research collaborations at the heart of their strategy (NAFSA 2013). SEC suggests that UCSC should also place research at the leading edge of its international engagement. This should involve an emphasis on building strategic research partnerships and support for exploratory travel and international conferences to establish connections.

The reputation of a university is recognized by peer review and comparison to equivalent academic institutions internationally as well as nationally. The means of building an academic

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<sup>2</sup> The nine logics are: pedagogical and curricular logics; Research, data access and expertise logics; Network development logics; Competitive logics; Market access and regional integration logics; Institution building, tech transfer and development; Revenue/resource driven; Social responsibility; National security.

<sup>3</sup> Faculty priorities are drawn from CIE’s 2013-14 Faculty Survey, 2013-14 Department visits and the Senate Forum on International Engagement (October 2014)

reputation are well understood and appreciated by all of us at UCSC. Many of us who have long engaged in international collaboration are concerned that such activities are being curtailed and impeded. To address these concerns, faculty need:

1. funding for international travel to undertake research, meet collaborators, and attend conferences and broaden the visibility of UCSC internationally.
2. support for visiting scholars in the form of housing and simpler visa procedures, for international exchanges of faculty and graduate students, for international conferences and symposia at UCSC, for the negotiation of collaboration agreements (Memoranda of Understanding)
3. support to bring in high quality international graduate students (notably waiving non resident tuition)

Faculty Regional Work Groups should be established, using the faculty regional and country experience and specialization reported in the CIE faculty survey. These Work Groups can advise campus leadership on high value strategic partnerships on the basis of existing faculty connections and knowledge. Such affiliations and reputational visibility can also be leveraged to attract a highly qualified applicant pool for both graduate and undergraduate students.

### **Collaborations with overseas universities - events, visits and agreements**

UCSC events and overseas visits can be used to open research collaborations and recruit students. A discussion at the Senate Forum on International Engagement (October 2014) focused on creating opportunities to connect researchers internationally to encourage collaborations. Collaborations would lead to identification of strong graduate students, opportunities for funding, and make our brand name and research strength visible globally. These could take the form of international faculty-led summer symposia on various research topics and provide student scholarships. Several examples of such symposia were given, one in Psychology, a Machine Learning Summer School (NSF funded) that was held on campus last summer, and a media-systems workshop (NSF, NEA, and NEH funded) that was also held on campus recently.

If partnerships are made strategically to highlight the strength of the research on campus, it would in turn help with undergraduate and graduate recruitment. This would also involve and incentivize faculty members on research visits to do outreach to colleagues and institutions in areas where they conduct their research. But these efforts cannot fall solely on the backs of faculty, they require some minimal administrative support that should be coordinated through the Office of International Engagement.

### **International travel, research and collaboration**

To support research, international travel, collaboration and outreach, the Senate suggests a funding model first be developed that earmarks a percentage of new revenue from international undergraduate tuition for an expansion of international activity and the proposed Office of International Engagement. Second, the Senate proposes that a joint alumni-senate Council on International Engagement be established to broaden further UCSC's international footprint through alumni networks and identify fundable initiatives in support of international activities and appropriate donors, foundations and government agencies that could be approached for support.

## **Housing**

Foremost among the obstacles to hosting international collaborators, is the high housing cost at Santa Cruz. We propose that the Office of International Engagement should be entrusted with coordinating the efforts of housing staff, the International Education Office, and dean's offices to develop clear incentives and logistics to facilitate a housing program for international collaborators. UCSC faculty should have opportunities to invite colleagues and recognize the best scholars in their fields. Invitees are recognized not only by our faculty members but also by other peer institutions as leaders or potential leaders in the field, who could further expand our academic networks intellectually, enhancing our reputation and success in recruiting graduate students in the process.

The success of our international research collaborations in contributing to the vision of internationalization at UCSC will depend upon careful planning of our initial investments, so outreach must be strategic.

## **Outreach for collaboration**

SEC proposes a strategy for increasing collaborations.

- 1. Build on existing regional faculty networks/relationships.**
- 2. Focus on institutions, not individuals.**
- 3. Prioritize and then diversify geographic focus.**

Many UCSC faculty have existing relationships with institutions abroad (high schools, universities, research institutes). The Office of International Engagement will conduct faculty outreach to determine which institutions have connections to UCSC and the nature of those relations (alum, research, etc.). This database can be built very quickly, by the end of spring quarter. The SIO must establish Regional Faculty Work Groups and identify faculty members with regional affiliations for the initial targeted geographic areas. These network groups will change over time as UCSC expands into new regions. The 2013-14 CIE faculty survey of last year can be used to begin to identify these faculty. Data for additional faculty will be easier to gather given the mounting prominence of international education as a campus goal.

In collaboration with faculty in these Regional Work Groups, an IE Analyst/Coordinator will research potential institutions in faculty's areas of research/affiliation to serve as pipelines for student applicants, work with the SIO and relevant program faculty to assess the viability of the preparatory coursework for their students to study abroad and to gain institutional understanding in preparation for possible site visits by UCSC faculty concurrent with their professional travel for research and conferences, and/or the SIO. For undergraduates, the Committee on Educational Policy, working with the Articulation Officer, can identify aspects of partner institution curriculum that will support successful applications. For research affiliations, the SIO must work with the VC Research to establish protocols and provisions for these visiting scholars in order to leverage our research collaborations to create recognition of UCSC's excellence at their home institutions. The Committee on Research can have a role in clarifying with the SIO and VCR a set of services and protocols for visiting researchers, identifying and overcoming obstacles to this type of collaboration.

There must be a well-documented and transparent process in place to make preliminary agreements with partner institutions. These agreements may take the form of graduate student or researcher reciprocity or so that Masters or undergraduate students who meet specific criteria will be guaranteed review for admission at UCSC. The Office of International Engagement should be the office of record for all such agreements so that campus administrators, faculty and researchers have a clear picture of the landscape and can take advantages of UCSC affiliations. CIE is currently working on identifying the important elements in such Memoranda of Understanding and will be working with the administration to develop a process for their establishment, which should be completed by the end of the year.

All of this outreach infrastructure can also be leveraged to recruit international students.

## **Teaching and Diversified Exchange**

### **Faculty initiatives for international teaching and service**

Faculty led programs: Most UC campuses support and encourage short overseas teaching programs for undergraduate students led by faculty.

UC Davis, for example, has many faculty led teaching initiatives, categorized as Quarter Abroad and Summer Abroad programs, three in Japan, four in China, three in Germany, one in Brazil and others in many countries. These programs are self-supporting. Student fees cover the costs of each program. There is demand from UCSC faculty. When CIE sought to establish similar programs in 2012-13, eleven faculty-led programs were suggested, some of which CIE considered of high pedagogic quality. Because there was insufficient administrative capacity to mount these programs, the initiative was put on hold.

Some universities, such as the Yale-National University of Singapore program, mount particularly innovative programs bringing together faculty from two disciplines to provide two perspectives on one topic. Yale-NUS hosts a program, for example, that brings anthropology and astronomy to bear in the examination of a historic temple culture in South India. Such programs would provide a practical way of realizing UCSC's commitment to interdisciplinary research and teaching.

International service arrangements (internships, work with non-profits, schools): The UC Education Abroad Program and some UC campuses, such as UC Berkeley, have begun supporting and encouraging overseas internships for undergraduates. In addition to its strong support of Peace Corps volunteers for recent graduates, UCSC has a specialized and influential program of overseas service focused on the information technology capabilities of non-profits, through the Everett Program and the Blum Center on Poverty, Social Enterprise and Participatory Governance. Some faculty also have strong records of placing undergraduate students in overseas research and service positions. With a little coordination and imagination, these existing initiatives, along with mobilizing our alumni network, could be supported more widely. UCEAP for example is using an online training course developed by UC Berkeley for undergraduates going overseas to undertake service internships and other activities. Yale-NUS has a 'boot camp' training course for undergraduates preparing to work with nonprofits.

### **Diversifying scholarly exchanges and visits**

At the Senate Forum on International Engagement (October 2014), faculty made two points about outbound student visits and exchanges:

1. UCSC should be working more aggressively on exchanges and visits at all levels: EAP student exchanges (fostering and enabling more of them), graduate student exchanges, and faculty/scholar exchanges. Concern was expressed that we do not have the infrastructure to support visitors easily when they come and that we need internationalization to encompass a greater facility with setting up and hosting exchanges.
2. Diversifying the sites and institutions of exchange and collaboration. One faculty member noted that we can't always imagine that another university or department with a structure like our own is the best place for students or faculty to extend their research. In many cases, non-profit centers or other sites outside an established university may offer better possibilities for student or faculty research. We thus need to make sure that our own institution has a way to recognize those organizations and effect such exchanges.

## **PART II.**

### **Building an Administrative Architecture to Support Global Engagement**

All UC campuses except UCSC have an office, usually led by a Provost or Vice Provost, to oversee international engagement. We have a Senior International Officer and a Special Assistant to the Chancellor on International Initiatives, but no office to coordinate, enable and document global initiatives.

In the CDB 'International Recruitment Assessment' Consultant Ian Little noted:

Within the competitor set [of universities] the role of the international office [can act as] a clearinghouse for all international activity while assisting in campus initiatives in the areas of research, grants, partnerships, fund-raising and economic development.

SEC recognizes the pressing need for an Office of International Engagement. Consistent with the Senate recommendations of 2013-14, this office should report directly to the EVC or Chancellor. It should be independent of the VPDUE because its purview is much wider than undergraduate education. In order to make appropriate contributions to the research, teaching and service of the university, the leader of the OIE, whether it is the SIO or a new position that combines aspects of the current roles of SIO and Special Assistant to the Chancellor on International Initiatives, the position must be a visible and clear administrative leader for International Engagement. This officer should be routinely be included in meetings of the campus senior leadership, divisional deans and system-wide Campus International Officers.

The roles of the Office of International Education (OIE) will grow as the university makes new global connections.<sup>4</sup> At present there are needs for an OIE to:

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<sup>4</sup> Edelstein and Douglass (2012) describe a broad range of modes of engagement that can be used as a repertoire of potential OIE concerns. They include, for example, this list of transnational engagements: *Collaboration and partnerships, Dual, double and joint degrees, Multi-site joint degrees, Articulation agreements, twinning and franchising, Research intensive partnerships, Strategic alliances, Branch campuses, satellite offices and 'gateways.'*

1. enable agreements of cooperation and memoranda of understanding by making arrangements simple and guiding faculty and or agreements through the various campus processes;<sup>5</sup>
2. facilitate international visitors, symposia, conferences - housing, visas, funding;
3. support innovative global initiatives – e.g. funding an international conference and symposia competition;
4. provide support for inbound grad, exchange faculty and undergraduates;<sup>6</sup>
5. oversee the International Education Office (outbound students and inbound arrangements for students and faculty);
6. build UCSC’s culture of global engagement: international topics seminar; supporting concourse of grad students doing overseas research;
7. be led by a senior administrator vested with authority to direct the Admissions staff in coordinating efforts of outreach and yield for non-residents; and
8. coordination of recruitment and retention programs.

### **PART III**

#### **Inbound International Students: Recruitment, Admission, Yield and Support**

##### **Recruiting - creating a global student body**

SEC recognizes that general campus consensus has been reached that UCSC must increase the overall enrollments of Non-Resident students. There is acknowledgement that a top research university must have an international student profile which benefits all aspects of university life for faculty, undergraduate and graduate students and researchers. The intellectual and cultural benefits are reason enough for UCSC to improve this profile, but the UC funding model creates an imperative as it mandates that each campus realize income from tuition paid by non-resident students. SEC asserts that UCSC must now move forward and intentionally shape its international student body to ensure that we admit students who will be successful here. Some of the necessary infrastructure is in place to create new recruiting models and to service international students after they arrive, but there is much more to be done.

SEC recognizes that the strategies and methods for recruiting international applicants and yielding enrollments differ from strategies for domestic national and California resident enrollments. But we do not see adequately focused infrastructure in place to accommodate this change. Rather than adapt current domestic recruitment methods, we propose a new framework for increasing international enrollments which can later be leveraged to include domestic non-resident enrollments. This framework focuses on strategies and near-term actions that will have quick returns and can be later be expanded when we choose to focus on domestic non-resident

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<sup>5</sup> A theme and question raised by faculty during several CIE departmental visits was: “To whom do I go on campus if I have questions or international partnership prospects?”

<sup>6</sup> In department visits, CIE members noted that science departments (e.g., Astronomy, Applied Math and Statistics, METX; also: HistCon) are particularly concerned with post-docs and with fees/tuition for international graduate students.

enrollments. We believe that minimal investments made immediately will significantly increase enrollments of students who are university-ready and are poised for successful and timely completion of degrees at UCSC. We outline below these strategies and some minimum resource requirements.

According to the CDB consultant's 2013 report, UCSC is already well positioned to be competitive in recruiting international students. The institution has a good reputation, relevant degree programs, an acceptable price point and is in a highly desirable geographic location. This framework will set forward some strategies for increasing the applicant pool, both in quantity and quality. One of the advantages enjoyed by UCSC is that the numbers necessary to meet our fiscal goals are small, less than 1,000 students of our total undergraduate enrollment. The Committee on Planning and Budget will advise the EVC this year about international enrollment targets. For now, small numbers allow us to be strategic and targeted in our outreach and recruitment and aim for highly qualified, university-ready students. SEC must be assured that both the Office of Admissions and Senior International Officer will work together to provide effective methods to increase selectivity for admitting international applicants when more robust pipelines are built and the pool of international applicants is expanded. Faculty need to be confident that the students who land in their classrooms are prepared. The Committee on Admissions and Financial Aid (CAFA) has worked with the Office of Admissions to identify those criteria that are not germane to international applicants or can be translated into equivalencies so that they "compare favorably" with California resident applicants.

The Committee on Admissions and Financial Aid (CAFA) had received the "compare favorably" report from UCOP and sent an inquisitive memo to VPDUE Richard Hughey regarding our current practice and policy remedy for admitting international students with UC compare favorably standards. Based upon the UCOP "compare favorably" report, some non-resident applicants (both domestic and international) were offered admission with academic records insufficient to indicate a high probability of success at UCSC. CAFA, however, also notes that these data are not surprising given the dramatic rise in enrollment targets for this particular population (between 2012 and 2014, new international frosh and non-resident enrollment has grown from 14 to 95 to 214). CAFA will continue working with the Office of Admissions and SIO to fine tune the selectivity of international students. CAFA also recognizes that increasing selectivity of international students depends critically on the rapid expansion of the pool of international applicants.

Fundamentally, SEC is not confident that the current structure set in place during the disestablishment of Student Affairs is serving our needs in relation to international education and the broader international engagement we envision. The VPDUE's portfolio has become very large and important admissions issues that affect the economy of our campus vie for attention with other urgencies in undergraduate education. Minimal staffing for the newly created SIO seems nearly in place, but an additional analyst or project coordinator in the SIO's office will be required to harness and focus existing resources in Admissions toward meeting our targets and coordinating campus programs to support those enrollments. We also recommend at least one CUIP intern be recruited to develop and implement a campus peer community program. We understand that some recommendations below may already be implemented by the Office of Admissions, but may need to be enhanced.

For the longer term, the SIO should be working with the VPAA and departments now to pursue establishing a variety of pathways to degree including four year residential, “2 by 2” programs, 3 year completion using summer session and transfer as upper division. Graduate education, especially Masters Programs that may appeal to an international applicant pool, must be an element of this planning and graduate students will require some different services.

Chinese students are selecting higher education institutions in North America, and the University of California is a major destination. As a collaborative report by New York Times and The Chronicle of Higher Education (November 3, 2011) shows, the number of Chinese students in American colleges doubled in the past decade and continued to increase in 2011 (127,628 students). The national trend will continue. The reality for our Office of Admissions, like those of many other educational institutions, is that we will have many students from China in the short run. We must scrutinize how these Chinese students use intermediaries to shepherd them through the admission process as well as where they come from in various regions of the Chinese subcontinent.

In the long run, however, UCSC must seek geographic and economic diversity in its global student body, and the Regional Faculty Work Groups should be convened immediately for this planning. We must prioritize diversifying our outreach efforts in geographical regions. In addition to managing waves of Chinese students, we must explore regions of Southeast and South Asia, as well as other parts of the globe, where there is an emergent middle class. VPDUE Richard Hughey’s office is currently surveying various “markets” of international students. AVC Michelle Whittingham has submitted a tentative plan to CAFA on the market-oriented approach to expand and diversify our pool of international applicants. It is not clear, however, that the Office of Admissions will develop a strategic plan to prioritize and diversify into these geographical regions. This effort will no doubt be aided by the participation of our faculty.

### **Admissions – implement a clearly articulated strategy**

Current reporting in the field of admissions shows a wide variety of strategies for increasing international enrollments. We must implement near and long terms strategies that will admit students who are likely to succeed at UCSC.

- 1. Establish clear guidelines that meet BOARS compare favorably standards.**
- 2. Build robust pipelines and diversify the pool of international applicants.**
- 3. Rely on trusted, pathway institutions.**
- 4. Consider developing a possible conditional admissions policy.**
- 5. Vet some international recruitment agencies and work with them with caution.**

By selectively admitting highly qualified students, we can create greater student success, retention, and minimize the necessity for some academic support programs. Selectivity will be increased when the goal of a large and diverse pool of international applicants is accomplished. As indicated, VPDUE Richard Hughey and the SIO are working on several initiatives to achieve this goal. The faculty should be actively involved in this planning process. CAFA has demanded that the VPDUE develop a pragmatic plan to bring the quality of international students to the

BOARS mandated compare favorably standards. Increasing expansion and diversification of the pool of international applicants is the most effective strategy.

The Office of Admissions must hire application reviewers with expertise in our target geographic areas and with partner institutions, their curricula and standards. Applications from partner institutions should go to reviewers that have been familiarized with that institution and trained for international applicant review from that region. These reviewers, working with the Office of Admissions staff and the SIO will help identify the most highly qualified applicants for admission. CAFA is already working with Admissions staff to implement this, but accountability measures about the quality of the applicants must be established. Emphasis and investment in admitting highly qualified students will reduce the necessity for academic support services later.

The stated Office of Admissions strategy of pursuing international students who are currently enrolled in California Community Colleges must be studied more closely to determine if the assumptions that these students are university-ready and are likely to pay non-resident tuition are indeed valid. The Office of Admissions proposes to identify and streamline international students with student visa (F-1) from California community colleges, who are likely to continue paying non-resident tuition and fees at UCSC. This population is of considerable size and will continue to grow. The quality of our transfer students is meticulously scrutinized by their major-preparedness and the English proficiency of these international students will be more accurately measured.

The most challenging year for our international students is the first one, in which they have to adapt to a new environment, learn in a different linguistic and cultural system, and excel academically in a short period of time. California community colleges may be a viable system for them to mitigate the immediate impact during this difficult transition. We suggest that the SIO initiate a plan to work with the Office of Admissions to identify and streamline international students from California community colleges. This plan should also complement the Office of the President's recent initiatives to encourage Transfer Admission Guarantee (TAG) for California community college students who meet specific requirements. Given the pilot efforts run by the Office of Admissions, the yield is quite small. We must be assured that the plan is robust, pragmatic and continue to yield motivated and qualified international students.

### **Yield**

Increasing the applicant pool is only one step in assuring a successful student body. SEC recommends a strategy for increasing yield.

- 1. Faculty must be involved in yield activities.**
- 2. UCSC students must be involved in yield activities.**
- 3. Build and expand an informal network of parents of current and incoming international students.**
- 4. Connect admits from the same region or institution before they arrive.**

The 2013 CDB Consultant's report gives several recommendations about treatment of students in the phase between admission and yield. SEC looks forward to a report by the administration on which recommendations have been implemented. The committee also recommends that all

international admits receive an email requesting that they designate areas of interest for their studies. This will allow for more personalized communications from faculty, researchers, graduate students or peers. Once they submit a Statement of Intent to Register (SIR), applicants can immediately be partnered with faculty in that discipline with whom they will communicate directly. These communications can be scripted and monitored by the Office of Admissions, so that office can answer the “technical” questions. The SIO’s office will follow up with faculty involved in these outreach efforts and there can be a small monetary award incentive to their department when that student arrives on campus, regardless of the student’s ultimate declared major.

UCSC can implement social networking to connect students from similar geographic regions before they arrive by partnering currently enrolled international students with applicants and/or partner domestic students with heritage connections to their region so that when international students arrive on campus, they feel welcomed by a few established connections. The student effort can be developed/coordinated by a CUIP intern. There are various “student ambassador” program models which UCSC will need to explore. The benefit of our low-number targets for internationals is that a personalized approach to yield and welcoming activities should be achievable for some percent of admits.

Some international students come from elite households in rapidly developing metropolises. For these students, the list of acceptable US academic institutions and their geographic regions are mostly determined by their parents. We suggest that the parents of our enrolled international students are another excellent starting point to build networks and pipelines for expanding the pool of international applicants. We suggest that SIO should compile a list of these parents as soon as possible, seek to understand their background, locations and launch a campaign to mobilize their networks. They will come to visit their students regularly, and we should hold timely events to get to know them. We should first engage them by listening to their concerns and thoughts about their students’ educational and social development. Also, conduct a parent survey to identify how they came to know UCSC. We should also explore their friend, educational, and professional networks. We should showcase our excellent faculty members who could speak their languages.

Our goal is to diversify the socio-economic as well as the geographic profile of our student body. But realistically, UCSC must be on a stable budgetary footing to do so.

### **Support for inbound global undergraduate students**

Student success is key to future successful recruiting and institutional reputation building. SEC recommends we explore the efficacy of various support system.

- 1. Institutionalize ESL-track courses**
- 2. Establish infrastructure to provide special counseling and guidance for their everyday life.**
- 3. Register student organizations with regional association and sponsor some of their activities.**

Undergraduate Education units will provide opportunities for integration with resident enrollees and targeted services for internationals. This requires a modest investment, much of which has already been provided by the EVC, to some units within the VPDUE portfolio. The campus needs to grapple with how to make these services relevant for graduate students as well.

We are confident that this new population will provide vibrancy and interest to the campus. SEC believes colleges, student services and other existing units are best equipped to meet the needs of international students. There are a few events that should be centrally coordinated with the Office of International Engagement, like welcome events that include the “outreach faculty and students” to greet the incoming internationals, but mostly these students can be integrated into our current population. For campus life, some programs already exist in the colleges and there must be a diversity of programs since international students vary in their expectations and aspirations of a college experience. We will also need to make apparent what advising services are available for international students and what services are available for learning support.

Some connectivity with the SIO and the Office of International Engagement will be needed for the purpose of data reporting to provide required feedback on the ongoing recruitment process and the effectiveness of student support programs. This reporting structure will eventually become integrated with standard institutional research/admissions reporting practices. Again, the advantage of having only a small international population allows for creating incentives for participation in surveys or events.

In terms of outreach and recruitment, an integrative approach to solving the above problems could lead us to market our campus better vis-a-vis competition from campuses where class sizes are larger and there is less explicit integration of programs with the campus community.

#### Language Instruction Resources on Campus

A discussion at the Senate Forum on International Engagement, led by writing faculty, generated four proposals worth of consideration to improve support for international undergraduates.

1. Reduce class sizes so that the quality of feedback is improved;
2. Make the writing requirements more coherent with respect to Disciplinary Communication courses that interact more closely with the generic writing program curriculum;
3. Improve language skills for graduate students to improve Teaching Assistant’s performance and communication of their research; and
4. Invest in integrative reform to language instruction on campus across these three (UG – core, UG-DC, Grad) parts.

In CIE members’ visits to departments, language support for undergraduate and graduate students was raised as an ongoing concern. It is unclear at this time if this should be provided in-house, by outside agencies, or a combination of both.

In addition to writing skills, more emphasis is needed on math skills for different groups of students, so attention should be paid to connecting students with academic support services.

Support must be provided through colleges and IEO outside classrooms for developing better social connection to our campus culture. This was seen as an important aspect of retention.

Faculty members at the Senate Forum on International Engagement also suggested the following measures to support inbound students and scholars:

1. The development of better and richer communities for international students and scholars here at UCSC: orientations for students, more support with integration into the campus, residential life, and crisis assistance.
2. Better residential infrastructure to support overseas students and scholars at all levels. This might, for example, involve a bigger international residential center where students and faculty visitors might be housed. Concern was expressed that we do not have enough international housing, even though living in a mixed international community is very popular. Rather than push the lack of residential support for visiting scholars onto individual departments and programs or faculty hosts, a centralized structure might also enable better residential options.

### **Conclusion**

Senate committees are already working with the administration on some of these recommendations. We are furthest behind on a strategy for creating pipelines for faculty collaboration and student recruitment. The need to create an Office of International Engagement and pull the SIO out from Undergraduate Education so that it can coordinate efforts across campus, including those in the Chancellor's Office is immediate.

Stated succinctly SEC Recommends the following.

1. International engagement should be driven by faculty concerns and connections.
2. UCSC should continue the transition from a resource-driven internationalization to one motivated by research, pedagogy and social responsibility.
3. Faculty Regional Work Groups play a pivotal role in this process.
4. Pipelines must be constructed to facilitate research and teaching and, at the same time, encourage educational institutions in the vicinity to consider UCSC as a destination for their students.
5. Improving the quality, expanding the pool, and ensuring appropriate support for inbound international undergraduate students must be a high priority.

SEC would like to acknowledge Committee on Teaching Chair Judith Scott who sits with SEC. In addition, Committee on International Education Chair Ben Crow has sat with the committee since 2013 and made significant contributions to this report.

Respectfully Submitted;  
SENATE EXECUTIVE COMMITTEE  
Carolyn Dean  
Ólöf Einarsdóttir  
Dan Friedman  
Patty Gallagher

Judith Habicht-Mauche  
Minghui Hu  
Junko Ito  
Catherine Jones  
Ken Kletzer  
Ingrid Parker  
Paul Roth  
John Tamkun  
James Zachos  
Don Brenneis, Chair

February 5, 2015

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CDB Solutions, LLC University of California, Santa Cruz International Recruitment Assessment, September 10, 2014

## APPENDIX A

### **Proposed Implementation Timeline for Shaping a Global Student Body 2014-15**

Create Regional Faculty Work Groups.

Identify Target 3-5 Regions for short term, another 3-5 for long term.

Establish a tiered international agreement process that enables faculty led agreements and minimizes approvals and paperwork.

Identify 9-12 feeder, or pipeline institutions. Establish relations with 9 feeder institutions (3 in each geographic area). Identify liaison faculty, prepare to conduct visits and possibly reciprocal visits to UCSC for strong prospects (faculty/staff) from institutions.

Establish applicant/yield targets for each institution.

Identify barriers for international visiting scholars and points of action to overcome them.

### **2015-16**

Launch new outreach programs that include faculty and students.

Welcome event for enrollees that includes faculty and student contacts.

Continue creating partner institutions and if appropriate, expand to new geographic regions.  
Submit CUIP proposal.  
Establish student ambassador program(s).

**Subsequent years:**

Consider partnering with regional institutions for summer programs for language/orientation  
Create major pathways for completing in 3 years.  
Create “funding recirculation” models to use a portion of NR income to; send CA residents abroad, provide scholarships to highly qualified undergraduate students from under represented world regions, etc.