

Meeting Call for Regular Meeting of the Santa Cruz Division  
**Friday, February 12, 2016 at 2:30 p.m.**  
**Stevenson Event Center**  
**ORDER OF BUSINESS**

1. Approval of Draft Minutes
  - a. Draft Minutes of November 13, 2015 (AS/SCM/313)
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/1818) p. 1
5. Reports of Special Committees (none)
6. Reports of Standing Committees
  - a. Committee on Educational Policy
    - i. Amendment to Bylaw 13.17 (AS/SCP/1819) p. 6
    - ii. Establishment of the Committee on Courses of Instruction (AS/SCP/1820) p. 12
    - iii. Oral Report – CEP Update on UCSC General Education Requirements in Writing
  - b. Committee on Faculty Welfare
    - i. Report on Child Care and Faculty Spousal/Partner Hire Resources (AS/SCP/1821) p. 14
    - ii. Faculty Salary Analysis, January 2016 (AS/SCP/1822) p. 17
    - iii. Report on the New Third Retirement Tier (AS/SCP/1823) p. 22
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
  - a. Resolution to Create a Special Committee on Athletics (AS/SCP/1824) p. 26
  - b. Standard Time Slots for General Assignment Classrooms and Finals (AS/SCP/1825) p. 28

February 5, 2016

Academic Senate  
Santa Cruz Division

Dear Colleagues:

I'm writing to encourage you to join fellow Senate members at this term's Academic Senate meeting, scheduled for Friday, February 12, at 2:30 in the Stevenson Event Center. I will very briefly highlight some of the key topics on the agenda, which may be viewed at <http://senate.ucsc.edu/senate-meetings/agendas-minutes/2015-2016/2016-February-12-Meeting/index.html>.

A number of critical issues for both the near future and the longer term trajectory of the campus and the university figure centrally in our discussions, and I strongly encourage you to join the discussion.

Central among these issues is the report of the system-wide Retirement Options Task Force (ROTF), a complex and consequential document that responds to legislative pressures at the state level. The new policy (also known as the third retirement tier) would come into force July 1, 2016, and so would not affect the benefits of anyone currently employed by UC. At the same time, this proposed tier – in whatever configuration appears – will profoundly affect the benefits we will be able to offer future colleagues and through that UC's capacity to recruit and retain the very strongest faculty and staff. You all received an e-mail from the Academic Senate on January 20<sup>th</sup> with a brief discussion of the quite abbreviated discussion process as well as links to the report itself, to a summary account from UCOP, and to Academic Council Chair Dan Hare and Vice Chair James Chalfant's very useful "Guide to reviewing the recommendations of the ROTF." If you haven't had the opportunity to consult these documents, I'd strongly encourage taking a look before the meeting. There is also a webinar hosted by the Office of the President to discuss the report and respond to questions. To join the webinar, on Wednesday, February 10 from 1:00-2:30pm, go to <https://www.readytalk.com> and enter the participant code: 5854736. Senate committees have been discussing the ROTF in great detail. Individual committee responses and my response on behalf of the division (the divisional response may be viewed at - <http://senate.ucsc.edu/archives/Current%20Issues/UCSC%20Academic%20Senate%20Response%20to%20Retirement%20Options%20Report.pdf>) have just been forwarded to Academic Council. James Zachos (Chair, CFW) and Abel Rodriguez (Chair, CPB) will be helping field questions during the discussion of the third tier during the February Senate meeting.

CFW will also be reporting to the Senate on several other significant topics, including child care and faculty partner/spouse hiring resources. They will also present the results of CFW's most recent faculty salary analysis.

CEP is moving legislation to establish a separate Committee on Courses of Instruction to complement the policy-focused work of CEP. Chair John Tamkun will also report on CEP's reconsideration of UCSC writing general education requirements.

Finally, there are two important pieces of new business. The first is a request that the Senate form a Special Committee on Athletics to consider the future course of UCSC's NCAA teams and report back in the spring. Second, it is clear that UCSC is operating at capacity in terms of classroom scheduling and that the mandated enrollment growth over the coming years will put considerably greater stress on current space. VPDUE Hughey has developed and circulated to the Senate a proposed revision of instructional time slots. (Senate committees responded to an earlier version of this proposal, responses linked in the Senate Call). VPDUE Hughey and University Registrar Sanger will present an overview of these proposed changes at the Senate meeting; Senate discussion of such a significant possible change is crucial.

As you can see, it is a full agenda, and one that addresses policies and practices that will have long term effects on the campus. I strongly encourage you to join us on the 12<sup>th</sup>.

Best,

A handwritten signature in cursive script that reads "Don Brenneis". The signature is written in dark ink and is positioned to the right of the word "Best,".

Don Brenneis, Chair  
Academic Senate  
Santa Cruz Division

**SUBMISSION OF PROPOSED CORRECTIONS TO THE MINUTES**  
**November 13, 2015 Senate Meeting**

The draft minutes from the November 13, 2015 Senate meeting were distributed via email on January 15, 2015 and will be presented for approval at the Senate Meeting on February 12, 2016. 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, Thursday, February 11, 2016**. 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).

Heather Shearer, Secretary  
Academic Senate  
Santa Cruz Division

January 17, 2016

**COMMITTEE ON ACADEMIC PERSONNEL**  
**Annual Report, 2014-15**

To: Academic Senate, Santa Cruz Division

The Committee on Academic Personnel (CAP) is charged with providing Senate consultation on faculty personnel cases, and for making recommendations on appointments, promotions, merit increases, and mid-career appraisals for Senate faculty, adjunct faculty, and professional researchers to the deciding authorities: Chancellor, Campus Provost/Executive Vice Chancellor (CP/EVC), and Divisional Deans. In no case is CAP the deciding authority.

In the year 2014-15, CAP had two representatives from the Arts (including the Chair), one from Engineering, two from Humanities, two from Physical and Biological Sciences, and two from Social Sciences. The committee reviewed and made recommendations on 240 personnel cases; the final administrative decider concurred roughly 83% of the time.

**Workload**

In 2014-15, CAP continued its established practice of meeting weekly on Thursday afternoons. The Committee had two orientation meetings in the fall, and then met to review files 31 times during the academic year (8, 11, and 11 sessions in fall, winter, and spring quarters, respectively, as well as one meeting during the summer of 2015).

As noted above, CAP made recommendations this year on 240 personnel cases. Roughly 52% of the cases involved requests for accelerations and/or greater-than-normal salaries, which typically require more discussion than do normal merit reviews.

The number of appointment cases reviewed increased since the previous year. In 2013-14, CAP reviewed 54 appointment files, 51 of which were ladder-rank. This year (2014-15), CAP reviewed 58 appointment files, 50 of which were ladder-rank. CAP reviewed 1 reconsideration request in 2014-15. The number of retention cases remained the same as last year, with 8 reviewed in 2013-14, and 8 reviewed this year (2014-15). For more on retentions, see the section below.

**CAP's Recommendations Compared to Administrative Decisions**

During 2014-2015, the final administrative decision and CAP's recommendation concurred roughly 83% of the time (194 out of 234 completed files, with 2 review files being withdrawn before a final authority's decision, and 4 carried over to 2015-16). Although a few disagreements concerned rank and/or step, the overwhelming majority of them involved salary increments, typically in the range of ½ step.

Of the 40 disagreements, 9 involved a decision about the appropriate step. Of these 9, the Dean, CP/EVC, or Chancellor decided on a higher step in 7 instances and a lower step in 2 instances.

The remaining 31 disagreements concerned salary (21 with Dean's authority, 9 with CP/EVC's authority, and 1 with Chancellor's authority). In the Dean's authority cases, CAP recommended a higher salary than was awarded in 6 cases and a lower salary in the remaining 15 cases. Salary

disagreements occurred with the Arts Dean in 3 cases, with the Physical and Biological Sciences Dean in 8 cases, with the Social Sciences Dean in 4 cases, with the Humanities Dean in 6 cases, and with the Engineering Dean in 0 cases. In the 9 CP/EVC's authority cases, CAP recommended a higher salary than was awarded in 5 cases and a lower salary in the remaining 4 cases. Finally, in the Chancellor's authority case, CAP recommended a higher salary than was awarded.

CAP members are particularly attuned to the issue of salary inequity because we are the only reviewers who offer recommendations on *all* personnel actions across campus. Therefore, CAP would like to initiate the tracking of the divisional distribution of faculty in all cases in which the final decision differs from CAP's recommendation. Because the study entitled "Metrics for Evaluating Faculty Advancement," issued by the Committee on Faculty Welfare (CFW) in March 2012 and confirmed by later updates, indicates that serious salary inequities exist among academic divisions on campus, CAP has begun looking for significant patterns in salary recommendations that might contribute to the current situation. The salaries of Arts faculty are of particular interest given that they are significantly lower on average than those of faculty in all other UCSC divisions.

CAP is interested in how campus review practices might be contributing to this apparent inequity. For 2014-15 CAP reviewed 68 files that were Chancellor's or CP/EVC's authority: 9 from the Arts; 10 from the Humanities; 12 from Social Sciences; 25 from PBSci; and 12 from SOE. The CP/EVC disagreed with CAP on 3 of the Arts files reviewed (33%); in all cases the CP/EVC decision was lower than that recommended by CAP. The CP/EVC disagreed with CAP on 2 Humanities files (20%); in both cases the CP/EVC decision was lower than that recommended by CAP. The CP/EVC disagreed with CAP on no Social Sciences files (0%). The CP/EVC disagreed with CAP on 3 PBSci files (12%): 1 lower, 2 higher. The CP/EVC disagreed with CAP on 1 SOE file (8%); the final decision was higher than that recommended by CAP. The Chancellor disagreed with CAP on 1 case—a Social Sciences file; the final decision was lower than that recommended by CAP. Although these numbers are too small on which to base any conclusion, they do raise a concern: the CP/EVC disagreed with a greater percentage of Arts files than the files of faculty in other divisions and always rendered a lesser outcome. We are hopeful that CAP will continue to track these numbers, and might then be able to identify possible biases inherent in UCSC's system of review, and determine appropriate remedies.

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

CAP's workflow was typical of prior years. There were only 4 cases from 2014-15 that were not completed (due to *ad hocs*, requests for more information, and pending authority decisions) and were carried over to 2015-16.

Delays in the review of files are rarely due to CAP. Our 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 comes in during a single week, 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.

Any file that requires an *ad hoc* committee is seen by CAP twice; first, such a file is held by CAP for about a week for review and the recommendation of 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.

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. 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. This year, 3 cases had *ad hoc* committee reviews. Of the 3 *ad hoc* committees that were formed, 2 met to review promotion cases, and 1 to review a merit increase case.

During 2014-15, 9 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 its Senate colleagues who served and encourages other faculty members to consider agreeing to serve in the future.

### **Retention**

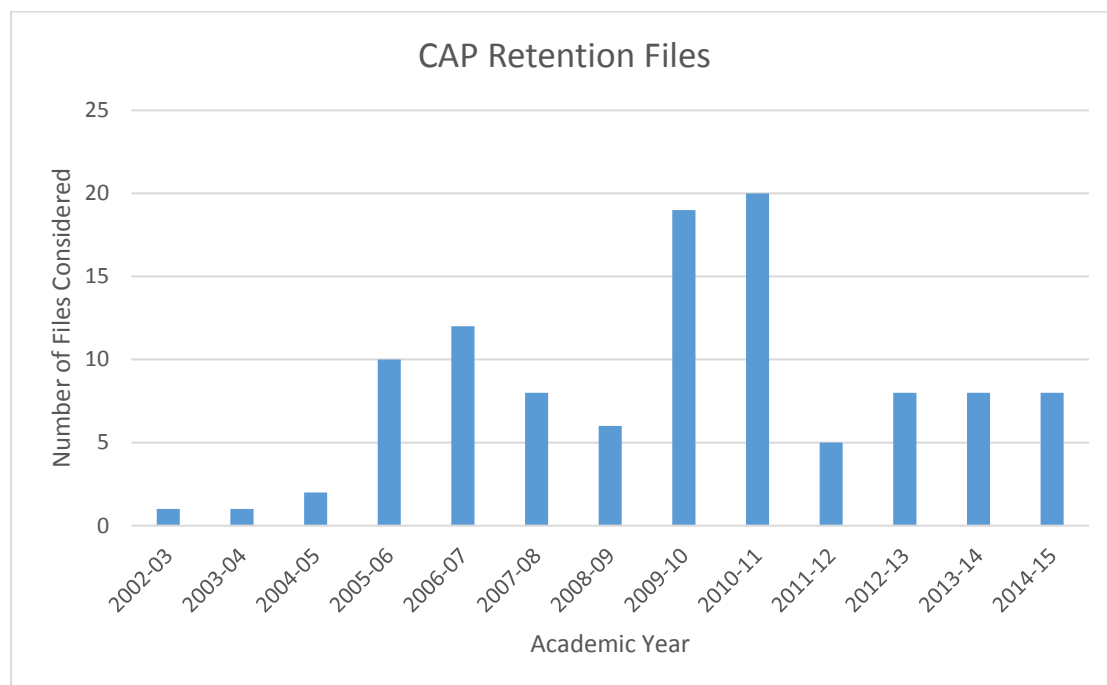
The loss of excellent faculty is a concern on our campus as well as across the UC system. CAP's goal in making recommendations on these cases is always to retain outstanding faculty, while also considering issues of equity with other faculty. The long-term goal is to improve salaries on our campus and 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 Institutions."<sup>1</sup>

As noted above, CAP reviewed 8 retention files in 2014-15. One of the retention files was for a faculty member whose file was seen twice, having had a regular merit or promotion case in the same year. In light of the work that the Committee on Faculty Welfare (CFW) has been doing in recent years on the possible effects of UCSC faculty total remuneration on recruitment and retention, CAP finds it important to note that of the 8 cases, 3 retention offers were successful and 2 were unsuccessful; the committee has no information regarding the remaining 3.

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<sup>1</sup> The "Comparison Eight Institutions" include the University of Illinois, the University of Michigan, the University of Virginia, SUNY Buffalo, Harvard University, Massachusetts Institute of Technology, Stanford University, and Yale University.

The graph below shows the number of retention files considered by CAP since 2002-03.



### 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 regarding teaching effectiveness. This table has proven to be extremely useful as it provides comparable overview statistics for all faculty. It should be noted that a team of readers continues to read all of the evaluations in the review files. However, CAP members no longer have to spend their time tabulating course evaluations and can focus more time on reading individual student comments. CAP encourages the campus to consider adopting a system of student evaluation that can produce the requested table automatically, thereby making the teaching tables more consistent across campus while requiring less work on the part of departmental staff.

In Spring 2015, CAP updated its tips and suggestions for preparing and evaluating faculty files in the form of a “Top Ten List of Tips for Personnel Files for Chairs and Deans,” and a “Top Ten List of Tips for Faculty Preparing Personnel Files” to assist faculty in preparing their files. Both of these documents may be found on the CAP web page at:

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



### **Acknowledgments**

The academic personnel review process depends on the accumulated work of many hands. We acknowledge AVC Pamela Peterson and the extraordinary staff of the Academic Personnel Office (APO). They are a group of special people, extremely knowledgeable, helpful, and hardworking. They are critical to the personnel review process, providing the information that CAP needs to get its work done. In particular, CAP members thank Chris Imai and Ibukun Bloom for their tireless efforts and great patience as we learned the DivData system. We also thank the departmental staff for their hard work and skill in helping to prepare and process personnel review files, and are grateful 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 serves CAP with amazing efficiency and good humor. CAP is able to function smoothly only because of Jaden, whose quick-thinking, problem-solving and multitasking abilities are beyond compare. Her many contributions to the personnel review process are immeasurable.

We would also like to express our appreciation for the collaborative interactions with the divisional leaders—Interim Dean Berger, Dean Kamieniecki, Dean Koch, Interim Dean Konopelski, Dean Ladusaw, and Dean Stovall—and with our campus leadership—VPAA Lee, CP/EVC Galloway, 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  
Nameera Akhtar  
Karen Bassi  
Amy Beal  
Shaowei Chen  
Andrew Fisher  
Gail Hershatter  
Todd Lowe  
Judit Moschkovich  
Carolyn Dean, Chair

January 25, 2016

**COMMITTEE ON EDUCATIONAL POLICY**  
**Amendment to Bylaw 13.17**  
**Revisions to Establish a Committee on Courses of Instruction**

To: Academic Senate, Santa Cruz Division

To reduce redundancy and streamline processes, the Committee on Educational Policy (CEP) and the Committee on Committees (COC) proposes to establish a separate Committee on Courses of Instruction (CCI). CEP would retain plenary authority, but would delegate some responsibilities and reviews to CCI. The creation of this new committee will reduce the routine work for CEP. This allows CEP to do in depth reviews for updating and developing undergraduate policies. These two committees will have issues that cross over. However, we feel that CCI would be able to make sound decisions based on the policies established by CEP. UCSC is the only campus in the UC system that does not have a separate committee on courses. This change will align our campus with other UC Senate structures. It would also allow CEP the time that is necessary for considering the broad policy issues required by the rapidly changing environment of higher education. Therefore we propose changes to the CEP Charge.

CCI's primary duties will consist of course reviews, including approval of course descriptions, credit hours, and requirements for American History Institutions (AHI) courses. Many campuses allow grade appeals to be handled by their committee on courses or equivalent. Having the appeals process as part of the courses committee's workload would expedite grade appeals. CEP's delegation of the grade appeals to CCI eliminates the necessity of maintaining the separate committee on Academic Assessment and Grievance. The Chair of CCI will be a member of CEP. This will facilitate open communication between the two committees, and CCI will report monthly on routine business, bringing any policy concerns to CEP's immediate attention.

This legislation clarifies areas of plenary and advisory authority for both the CEP and CCI committees as well as clarifying roles and responsibilities.

We provide the following justification for changes in each section pertaining to the CEP Charge and the new CCI.

Section 13.17.2 is inconsistent with our other Bylaws. It is a long standing UC practice, and the Chair serves in this capacity. No other UCSC committee charges reference membership on corresponding systemwide committees.

Section 13.17.3 clearly outlines the existing role of CEP in the process of establishing undergraduate program degrees and changes to existing undergraduate degrees. Changes to this section also correct and reflect the role of both the CEP and the Committee on Planning and Budget (CPB) according to the agreed upon policy for establishment of programs. It also removes language that does not reflect the existing role of CEP.

Section 13.17.4 clarifies the language regarding the committee’s authority to approve requirements for majors, minors and non -degree programs. This is consistent with Chapter 4 of the Santa Cruz Divisional Senate Regulations.

Chapter 4: CEP will send a conforming change request for Chapter 4 to be updated to the correct review year span by the Committee on Rules, Jurisdiction, and Elections.

*4.3 Departments and programs of study establish minimum requirements for major and minor programs in their fields, subject to the approval of the Committee on Educational Policy, which shall review the requirements at least every 6 – 8 years.*

Section 13.17.5 removes those duties delegated to the charge in the establishment of CCI. CEP retains the authority to establish criteria for GE requirements since these criteria reflect consideration of broad policy issues appropriate to CEP’s new charge. Much as Graduate Council (GC) did last year this change clarifies the plenary authority of CEP.

Section 13.17.6 has been re-written to encompass the existing role of the CEP and UNEX in the process of establishing course approvals and certificate program renewal policies that CEP will retain authority over but delegate approval processes for UNEX instructors, courses numbered below 200 and certificate renewals. UNEX does not have an established sub section in the manual, but instead is referenced to other areas throughout the charge, making CEP’s authority with regard to UNEX confusing. This new section will clarify and codify the role of CEP and CCI with regard to authority for UNEX processes.

Section 13.17.7 clarifies and updates language.

Section 13.17.8 has been updated to reflect how course sponsoring agencies will often request changes to grading option and/or examination type via the course approval process. Both CCI and CEP will coordinate and work together with regard to all matters concerning grading and campus examinations. When changes to policy are warranted, the CCI Chair will bring these to CEP for discussion and decisions.

Section 13.17.9 establishes a policy to monitor and review on an annual basis any administrative and CCI decisions delegated by CEP.

CEP Committee Charge changes:

<b>Existing Bylaw</b>	<b>Proposed Bylaw</b>
<b>13.17.1</b> There are no fewer than six and no more than nine Santa Cruz Division members plus the Registrar serving ex officio. In addition, there are one non-senate teaching faculty representative, one non-voting provosts' representative selected by the Council of Provosts, and no more than two student representatives	<b>13.17.1</b> No change.

<p><b>13.17.2</b> One member of the Divisional Committee shall serve on the University Committee on Educational Policy.</p>	<p><del>13.17.2 One member of the Divisional Committee shall serve on the University Committee on Educational Policy.</del></p>
<p><b>13.17.3</b> The Committee is concerned with the quality of all academic programs not under the purview of the Graduate Council. It receives all proposals for new programs and reviews them in terms of academic quality and forwards them for approval to the Committee on Planning and Budget. Periodically, the Committee reviews all existing academic programs and acts for the Santa Cruz Division on proposed revisions that do not involve changes in the allocation of the budget. When the Committee finds that revised academic programs will require revised budgetary allocations, the Committee forwards its recommendations for approval to the Committee on Planning and Budget. It may consider other questions of undergraduate life that are not within the jurisdiction of other Academic Senate Committees.</p>	<p><del>13.17.3</del> The Committee is concerned with the quality of all academic programs not under the purview of the Graduate Council. It receives all proposals for new programs and reviews them in terms of academic quality, and <del>forwards them for</del> <b>before approval to consults with</b> the Committee on Planning and Budget. Periodically, the Committee reviews all existing academic programs and acts for the Santa Cruz Division on proposed revisions that do not involve changes in the allocation of the budget. <del>When the Committee finds that revised academic programs will require revised budgetary allocations, the Committee forwards its recommendations for approval to the Committee on Planning and Budget. It may consider other questions of undergraduate life that are not within the jurisdiction of other Academic Senate Committees.</del></p>
<p><b>13.17.4</b> The Committee approves the content and periodically reviews the content and administration of all requirements of colleges and departments and program of studies (and equivalent agencies as defined in Divisional Regulations) for the Bachelor's degree</p>	<p><del>13.17.4</del> The Committee approves the <del>content and periodically reviews the content and administration of all</del> requirements of colleges, departments and program of studies (and equivalent agencies as defined in Divisional Regulations) for the Bachelor's degree <b>and non-degree programs including policies on admission and qualifications to the major and courses required to satisfy majors and minors. Reviews requests for exceptions to Divisional regulations governing the awarding of degrees, certificates, and honors.</b></p>

<p><b>13.17.5</b> The Committee has plenary powers regarding: the approval of new undergraduate courses; the numbering and catalog description of courses; and the appropriateness of the assignment of a particular instructor to a particular course. The Committee is responsible for approving programs for fulfillment of the American History and Institutions requirement. The Committee determines the courses eligible for meeting different campus wide breadth requirements. On occasion the Committee may ask an instructor for full information as to the content of a course, or a proposed course. The Committee consults with and advises Faculties of colleges, departments, and individual faculty members with regard to undergraduate courses. It gives full consideration to the views and findings of Faculties of colleges and departments, and of faculty members, when matters relating to their courses are before the Committee.</p>	<p><b>13.17.5</b> The Committee has plenary <b>authority in all matters relating to undergraduate curricula in the Santa Cruz Division. CEP monitors and ensures the quality, viability, and appropriateness of existing undergraduate programs, and ensures that the undergraduate curricula are in compliance with Senate Regulations and educational policies.</b> <del>powers regarding: the approval of new undergraduate courses; the numbering and catalog description of courses; and the appropriateness of the assignment of a particular instructor to a particular course. The Committee is responsible for approving programs for fulfillment of the American History and Institutions requirement. The Committee determines</del> <b>criteria for</b> the courses eligible for meeting different campus-wide <del>breadth</del> <b>general education</b> requirements. <del>On occasion the Committee may ask an instructor for full information as to the content of a course, or a proposed course. The Committee consults with and advises Faculties of colleges, departments, and individual faculty members with regard to undergraduate courses. It gives full consideration to the views and findings of Faculties of colleges and departments, and of faculty members, when matters relating to their courses are before the Committee.</del></p>
<p><b>13.17.6</b> The powers and responsibilities stated in SCB 13.17 extend to University Extension under the auspices of the Santa Cruz campus. In addition CEP</p>	<p><b>13.17.6</b> No change.</p>

<p>coordinates, in such respects as it deems advisable, the relations of University Extension with the Division.</p>	
<p><b>13.17.7</b> The Committee considers all matters concerning grading and campus examinations; it may review the examination policies of departments; it may make appropriate proposals for undergraduate comprehensive examinations; and it recommends to the Santa Cruz Division, and from time to time reviews, procedures, and regulations for governing the scholastic status of undergraduate students, subject to appropriate provisions of Academic Senate Regulations.</p>	<p><b>13.17.7</b> The Committee considers all matters concerning grading and campus examinations; <del>it may</del> <b>including</b> reviewing the examination policies of departments; <del>it may make</del> <b>making</b> <del>appropriate</del> proposals for undergraduate comprehensive examinations; <del>and it recommends to the Santa Cruz Division, and from time to time reviews,</del> <b>reviewing</b> procedures and regulations for governing the <del>scholastic status</del> <b>academic standing</b> of undergraduate students, subject to appropriate provisions of Academic Senate Regulations.</p>
<p><b>13.17.8</b> The Committee oversees the grading and Narrative Evaluation System (NES) including all matters pertaining to the Faculty's participation in the NES. The Committee periodically will review the status of the NES and recommend appropriate changes to the Santa Cruz Division. The Committee will explain and answer questions concerning grading and evaluations, and inform the Registrar's Office about Committee interpretations of Academic Senate policies. The Committee on Committees, in accordance with Appendix C of these Bylaws and Regulations, and with the guidance of the Committee on Educational Policy (CEP), will select an Academic Assessment Grievance</p>	<p><b>13.17.8</b> The Committee oversees the grading <del>and Narrative Evaluation System (NES)</del> including all matters pertaining to the Faculty's participation in <b>grading</b> <del>in the NES. The Committee periodically will review the status of the NES and recommend appropriate changes to the Santa Cruz Division.</del> The Committee will explain and answer questions concerning grading and evaluations, and inform the Registrar's Office about Committee interpretations of Academic Senate policies. The <del>Committee on</del> <b>will Committees</b>, delegate <b>review of appeals</b>, in accordance with Appendix C of these Bylaws and Regulations, <del>and with the guidance of</del> <b>to the</b> Committee on <del>Educational Policy</del></p>

<p>Committee, comprised of three Senate members and one non-voting undergraduate student representative. CEP receives the reports of the Committee</p>	<p><del>(CEP), Courses of Instruction (CCI) will select an Academic Assessment Grievance Committee, comprised of three Senate members and one non-voting undergraduate student representative. CEP receives the reports of the Committee</del></p>
	<p><b>13.17.9 CEP will monitor and review on an annual basis all delegated decisions.</b></p>

Respectfully submitted;  
 COMMITTEE ON EDUCATIONAL POLICY  
 Doris Ash  
 Faye Crosby  
 Matthew Guthaus  
 Dee Hibbert-Jones  
 Tonya Ritola  
 Felicity Schaeffer  
 Tchad Sanger, *ex-officio*  
 John Tamkun, Chair

December 9, 2015

**COMMITTEE ON COURSES OF INSTRUCTION**  
**Legislation to Establish a Committee on Courses of Instruction**

The Committee on Educational Policy (CEP) and the Committee on Committees (COC) propose to establish a Committee on Courses of Instruction (CCI).

UCSC faculty place a strong emphasis on undergraduate teaching. Excellence in our undergraduate curriculum and its delivery is a long-standing value of this campus. With the plenary authority of the Senate, faculty have consistently conducted careful reviews of the courses and the program statements that represent the dynamic environment of our curriculum. By having a committee dedicated solely to conducting these reviews, we ensure our curriculum gets the attention warranted to implement this value. Up to now, this function has fallen to the Committee on Educational Policy (CEP). Establishment of a Committee on Courses of Instruction (CCI) will allow CEP the time necessary for considering the broad policy issues required by the rapidly changing environment of higher education. UCSC is the only campus in the UC system that does not have a committee on courses that is separate from their CEP. This new committee is a natural evolution of a maturing campus requiring a committee that specifically looks at the curriculum and another committee that is dedicated to the review and development of the broad policy issues.

The charge for CCI and the interrelated changes to CEP have been carefully formulated to preserve the plenary authorities of the Senate. The intention is to reduce routine work for CEP by allowing that committee more time for in-depth reviews and for updating and developing undergraduate policies. CEP and CCI will have issues that cross over between them, so having the CCI Chair as a member of CEP will ensure that policy issues arising from course and program review will be brought to the agenda of CEP. CCI will be able to handle much of the business and make sound decisions based on the policies established by CEP. From the Senate service perspective, CCI gives faculty an opportunity to work on the curriculum in a broad way without taking on the onerous weekly workload of CEP.

We are proposing a big change for how the UCSC Senate does its business, but we believe it is appropriate and timely.

**13.xx Committee on Courses of Instruction**

13.xx.1 There are six Senate members, one from each academic division and one from the School of Engineering. In addition, there is one undergraduate student representative, and the Associate Registrar, ex officio non-voting.

13.xx.2 Reviews, coordinates and takes final action on all matters relating to courses of instruction, including approval of new courses, modifications, withdrawal, conduct, content, credit valuation, classification of existing courses, prerequisites, the numbering and catalog description of courses. Reviews requests for exceptions to Division Regulations governing courses of instruction. The Committee shall, after consultation with the department(s) concerned, have the authority to delete from the catalog any



course that has not been offered for six consecutive years. Consults, and advises departments and individual members of the Division on courses of instruction.

- 13.xx.3 Approves General Education designations for courses based on CEP criteria. Is responsible for approving courses for fulfillment of the American History and Institutions requirement.
- 13.xx.4 Approves Graduate Student Instructors and Undergraduate Teaching Assistants for undergraduate courses based on CEP criteria.
- 13.xx.5 Reviews and acts on all petitions from students for exception to the Regulations of the Academic Senate including those found in the Santa Cruz Division. Considers grade appeals as allowed under Appendix C of the Santa Cruz Division Manual.

Respectfully submitted;  
COMMITTEE ON EDUCATIONAL POLICY  
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John Tamkun, Chair

December 9, 2015

**COMMITTEE ON FACULTY WELFARE**  
**Report on Child Care and Faculty Spousal/Partner Hire Resources**

To: Academic Senate, Santa Cruz Division

The Committee on Faculty Welfare (CFW) will report on two issues highly relevant to faculty welfare and family friendly resources: Employee Child Care and campus Spousal/Partner Hire Resources. These issues along with those of Faculty Salaries and Retirement, for which CFW has submitted separate reports, all play a part in the overall quality of life for UCSC faculty. CFW aims to update faculty on recent developments in these areas, of which the general campus may not be aware. CFW is monitoring these topics and will continue to make recommendations for improvements. 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 12, 2016 Senate meeting.

**Child Care**

UC Santa Cruz continues to be the only UC campus that does not offer a child care program for faculty and staff. There is a long documented history of employee child care discussions at UCSC, all of which resulted in recommendations for moving forward which have not yet materialized. This history may be found in a February 3, 2015 CFW Senate Report. Employee child care would contribute to recruitment and retention, and could potentially help address equity concerns on our campus. With the continuing deterioration of UCSC faculty total remuneration, the rising cost of living in Santa Cruz, and the large new cohort of junior faculty expected in the next 7-10 years due to turnover, child care should be one of the high priority issues for this campus.

***Recent Developments***

In 2001, UC President Atkinson authorized up to \$1.25 million to be made available as a matching one time allocation for creating a dedicated child care facility for each campus. CFW has just been informed that this offer is still available to our campus. In April 2015, CP/EVC Galloway consulted with CFW on the topic of child care and stated an intention of taking the remaining \$730k of the original campus funds set aside for child care and use it to build a pool in order to take advantage of the UCOP matching funds offer. CP/EVC Galloway estimated that once established, it would take roughly \$250k/year to run an employee child care facility and noted that she was prepared to provide this support. As a response in its post consultation memo to the CP/EVC, CFW agreed with this plan and recommended that starting in 2015-16, \$250k be added to this child care pool each year in order to build the pool and take advantage of the UCOP funds available to secure employee child care facilities. The committee unfortunately has not yet received a response to this recommendation.

At the end of academic year 2014-15, CP/EVC Allison Galloway appointed Vice Chancellor of Business and Administrative Services (VCBAS) Sarah Latham as the campus point person for

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<sup>1</sup> The report, "Committee on Faculty Welfare, A Brief History of Employee Child Care at UCSC and Recommendations for Moving Forward, February 4, 2015" may be viewed at - <http://senate.ucsc.edu/committees/cfw-committee-on-faculty-welfare/child-care/index.html>

<sup>2</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>3</sup> Zachos to Galloway, Re: CFW 4/02/15 Post Consultation, May 14, 2015

Child Care. In May 2015, a committee of staff in the form of the Faculty and Staff Child Care Services Model Analysis Team was charged with providing a technical analysis of two models for providing access to child care for UCSC campus faculty and staff: 1) a reimbursement model analysis and, 2) a contract-for-service model. The results from these analyses were provided to the Academic Senate in October 2015 for review and comment and CFW consulted with VCBAS Latham on November 19, 2016 to discuss the report and the options considered therein.

### ***The Way Forward***

CFW is pleased the administration is taking active steps towards securing child care for campus employees. In its response to the Faculty and Staff Child Care Services Model Analysis Team report, the committee recommended that an on-campus center be pursued, but would support securing off-campus options if an on-campus site was deemed cost prohibitive.

Members determined that building a center on UCSC owned land would be most beneficial to faculty and the most financially sustainable option for the campus over the long-term. A site proximal to lower campus housing would be ideal. Members noted that having a center on campus would provide long-term cost savings and increase faculty productivity by allowing parents to spend more time on campus engaged in teaching and research. This would be particularly beneficial for faculty early in their careers and for those who are the primary childcare-givers in their households; thus, it could contribute to improving equity. An on-campus center would benefit recruitment efforts, especially if the center were in close proximity to campus housing. With a large number of retirements and the addition of junior faculty that is expected in the next 10 years, an on-campus child care service could improve the attractiveness of our campus with recruitment as well as retention. Further, CFW notes that the UCOP matching grant offer makes the establishment of an on-campus facility a more realistic and attainable goal.

CFW recognizes that many more steps will need to be made in the coming months in order to secure child care services for our campus. With recent confirmation of a still standing UCOP matching funds offer, the committee recommends the CP/EVC begin allocating \$250k/year to the employee child care pool until employee child care is secured, and recommends that the campus establish a plan and timeline to take advantage of the UCOP matching funds offer. Further, CFW recommends that all future analysis and deliberations regarding employee child care include both Senate and “at large” faculty representation, so that the final decision may be made with full consideration of the needs and benefits of all campus constituents.

CFW looks forward to collaborating this year with Senate committees and the administration to establish plans for securing employee child care in the immediate future.

### **Spousal/Partner Hire Resources**

#### ***A Simple and Essential Recruitment/Retention Tool for the Campus***

The high cost of living in Santa Cruz has a direct effect on the recruitment and retention of faculty on the UCSC campus. The Committee on Faculty Welfare (CFW) has specifically identified partner employment as an issue that could have a significant positive impact on household

incomes; however, there is currently little help on campus in this regard. With the goal of increasing spousal/partner employment and increasing the confidence of prospective faculty in relocating their families to Santa Cruz, CFW proposes the creation of a list of UCSC faculty and their partners, who can provide general information regarding the local job market in varying fields of expertise.

This is not a mentoring program, but rather a basic contact list of individuals that current and/or prospective faculty partners/spouses may casually use to ask general questions about local employment in a particular field. Current UCSC faculty may volunteer to participate by submitting their name and the profession of their partner. Participating faculty will be added to the contact list that is organized by spouse/partner field or area of expertise. Partners seeking more information about a particular career field and employment in the area can search the list and contact the associated faculty member via their campus phone or email address. The participating faculty can then initiate the partner-partner contact.

A list of faculty partners from the Division of Physical and Biological Sciences is already in the beginning stages of development. CFW has sent a program proposal to the CP/EVC for consideration and recommended that this list be broadened to include contacts from across the divisions so that it may be used as a campus wide resource, and as a tool for recruitment and retention. Further, the committee recommended this tool to be a centrally supported and managed resource in order to preserve its longevity and increase accessibility and usage across the divisions.

Respectfully submitted;

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James Zachos, Chair

January 29, 2016

**COMMITTEE ON FACULTY WELFARE**  
**Faculty Salary Analysis, January 2016**

To: Academic Senate, Santa Cruz Division

The Committee on Faculty Welfare has recently completed its annual review of faculty salary comparative data using the most recent available salary data from October 2014. The data represent 6956 faculty members of all ranks and steps across all UC campuses, excluding UC San Francisco (UCSF). Of these, 5491 faculty members were on regular scale and 1460 were on the Business, Economics, and Engineering (BEE) scale.

This report is a follow-up to previous reports that were spurred by “Merit Boost Plan” initiated in 2008-9 on the recommendation of the Administration/Senate Task Force on Salaries by the administration, in cooperation with the Committee on Academic Personnel (CAP). The goal of this plan was to bring faculty salaries to the median level for UC campuses--UCSC’s salaries had previously been among the lowest. While early analyses showed the plan to be nearing its goal, recent analyses, especially the most recent 2015 report, demonstrated a stall in salary growth relative to the other campuses. Unfortunately, the conclusion of this report is similar.

In this report we follow the path set by the previous report in analyzing overall salaries and concentrate on off-scale amounts as on-scale salaries are mostly frozen, resulting in off-scale increments as the primary source of discrepancies across campuses. Similarly, we constrict our analysis to regular scale, academic year faculty; this is 74% of the total data provided by UCOP. Below we provide four figures summarizing this data as well as four tables in [Appendix A](#). The figures and tables provide median values to avoid outlier influences.

From Figure 1 below, median salaries for all UC campuses, it is evident that UCSC still lags UC Santa Barbara (UCSB) and UC San Diego (UCSD), and is slightly behind UC Irvine (UCI), which are coastal campuses that, historically, define our most immediate comparison class. It is also worth noting that both UC Los Angeles (UCLA) and UC Berkeley (UCB) are coastal/city campuses, with cost of living similar to Santa Cruz, but with medians much higher than UCSC.

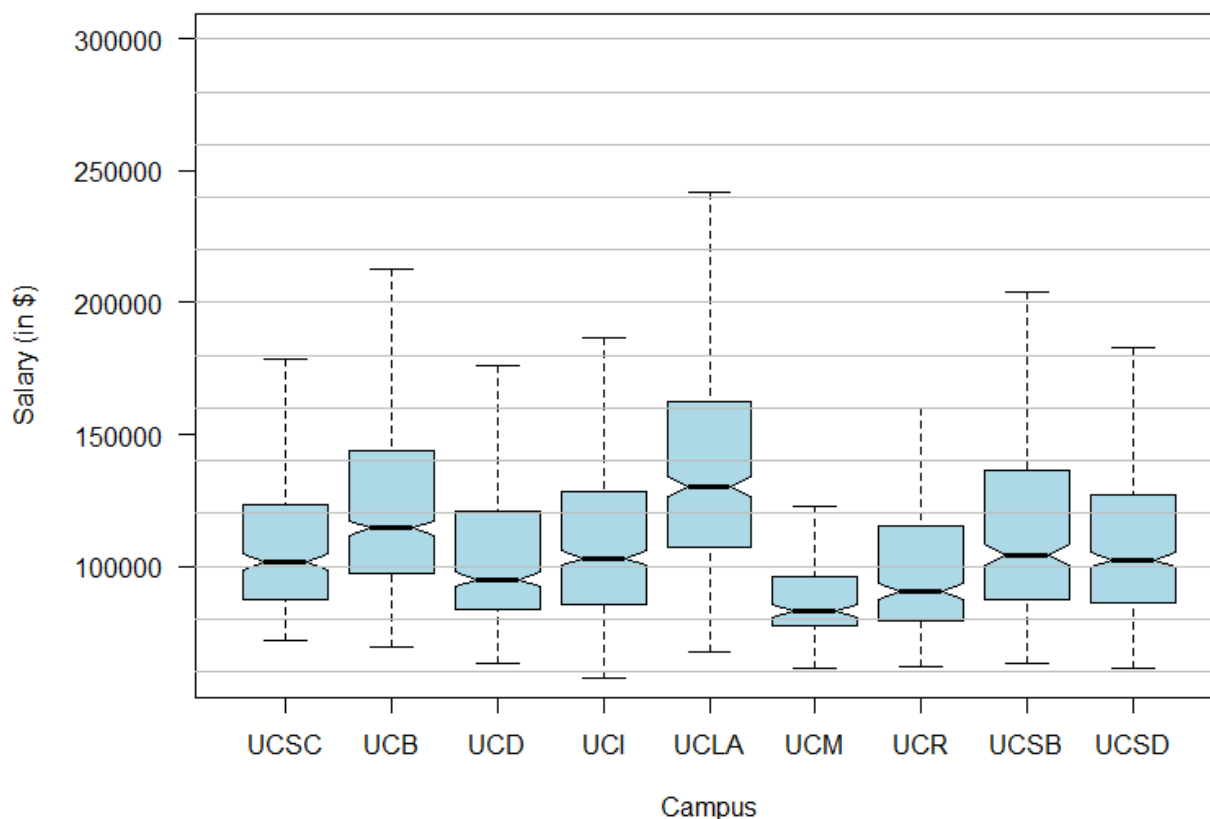


Figure 1: Box plots of 2014 salaries for the nine UC campuses (aggregated for all ranks and steps, including Above Scale). The medians are the horizontal lines inside the boxes.

In Figure 2, we compare the off-scale amounts at UCSC to our five closest campuses. To avoid skewing the numbers due to the large gap shown in Figure 1, we leave out UCLA and UCB as outliers on the high end, and also UC Merced (UCM) because of its comparatively small sample size.

At the Assistant Professor rank, the UCSC median off-scale is comparable to UCI, but significantly behind those of UCSB and UCSD (being the differences with UCSD being quite significant at steps 2, 3, and 4). Compared to the off-scales for all ranks and steps (aggregated for the nine UC campuses) shown in Figure 3, our medians are below at several steps, Assistant Professor Step 2 having one of the largest discrepancies (UCSC = \$12,050, UCSB = \$13,355, UCSD = \$21,300). This is of special note as this is the introductory level for most new hires; few are made at Assistant Professor Step 1.

UCSC off-scales at the Associate Professor ranks are starkly behind UCI, UCSB, and UCSD. Compared to the off-scale data in Figure 3, our medians are below at some steps, Associate Professor Step 1 being the one with most discrepancy (UCSC = \$6,650, UCI = \$9,700, UCSB = \$10,100, UCSD = \$16,450).

At Professor rank, the differences in off-scale between UCSC and those of the five closest campuses are also notable, as Figures 2 and 3 illustrate. When compared to the medians, depending on step, UCSC median off-scales are between \$5K and \$10K lower than UCSB and UCSD -- see, for instance, the differences in off-scales for steps 1, 2, and 6 -- and for some steps, more than \$30K below those at UCLA and UCB.

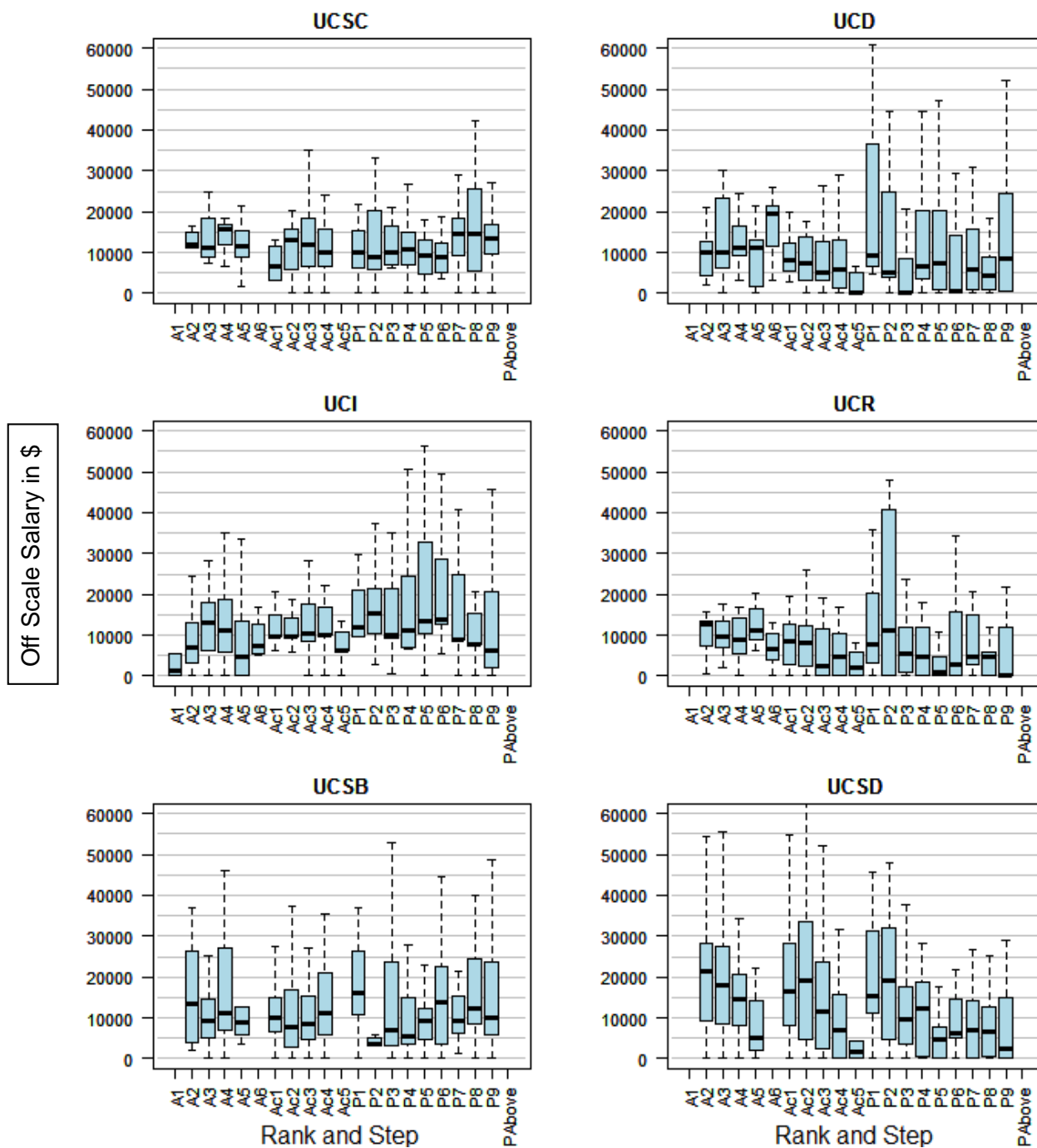


Figure 2: Boxplots of off-scales for all ranks and steps at six UC campuses (UCB, UCLA, and UCM are excluded)

Figure 3 presents the median off-scale amounts aggregated across campuses. Here the overall median values are relatively flat, but with greater spread in the higher ranks. In comparing these values with those for UCSC from Figure 2 the difference in these higher ranks is clear. The UCSC values remain flat across ranks while the overall UC trend is for larger off-scales at the higher ranks.

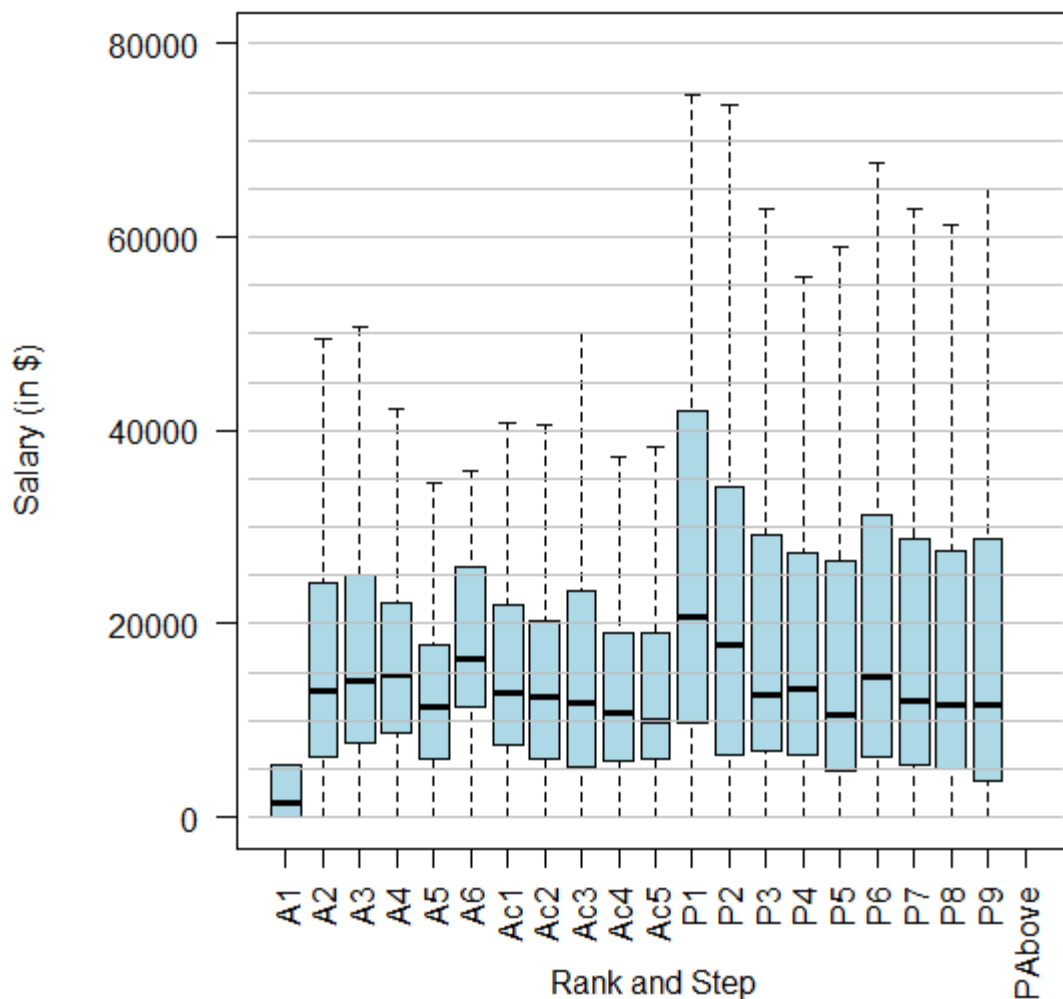


Figure 3: Box plots of off-scales for all ranks and steps in 2014 (aggregated for the nine UC campuses)

While the Merit Boost Plan has increased the overall remuneration, especially at earlier ranks, the trend across campuses is similar. Figure 4 shows the median overall salary data for the last three data periods. For each campus there has been an upward trend, UCSC included. However, the trends shown in Figure 4 suggest that it will be impossible for UCSC salaries to approach those at UCSD, UCLA, and UCB at the current “linear” rate of growth of UCSC salaries. In fact, UCSC’s salaries have remained flat compared to peer campuses, even as salaries have increased, suggesting a more aggressive salary strategy may be required.



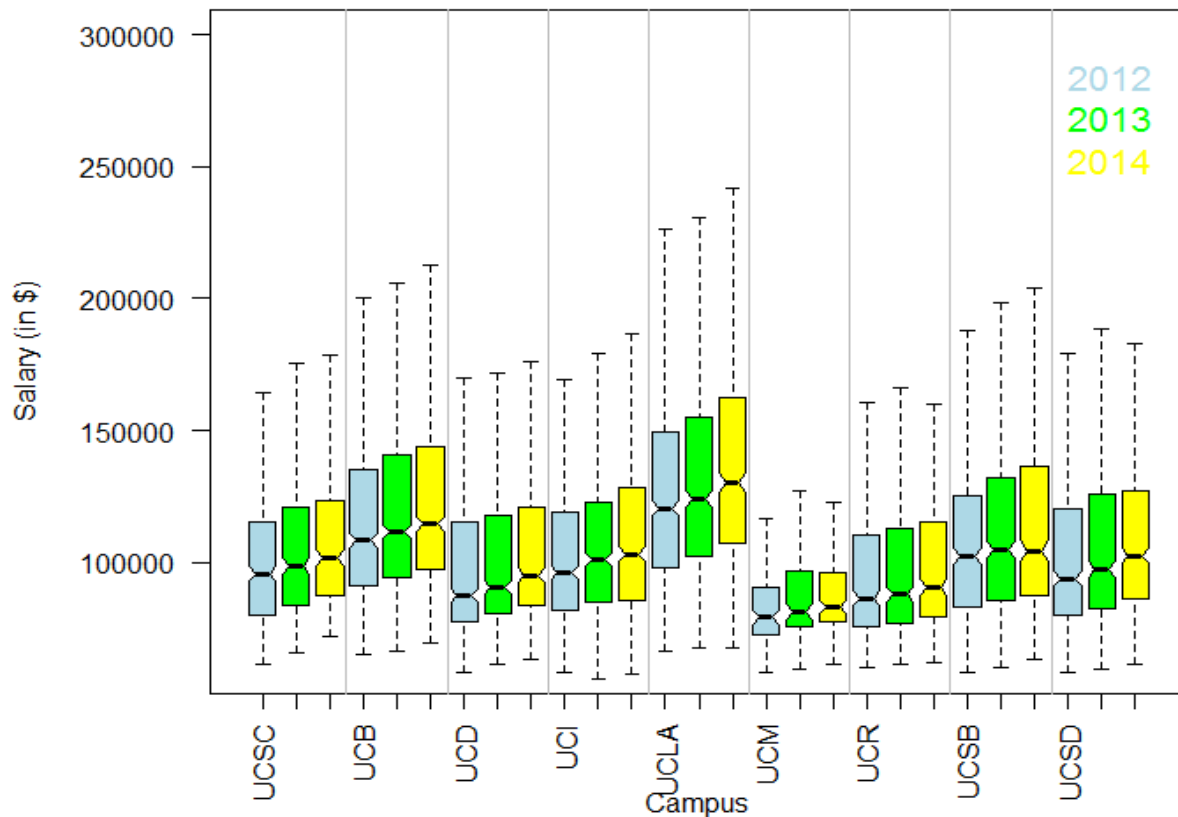


Figure 4: Box plots of median overall salary data for the last three data periods (for the nine UC campuses)

In summary, UCSC still lags behind the overall UC median and our immediate comparison class, the coastal campuses (UCI, UCSB, UCSD). While the Merit Boost program has had success in addressing discrepancies at the Assistant Professor rank, the program has been less successful at the higher ranks. Gains relative to other campuses have slowed in the last few years, likely due to other campuses initiating similar programs.

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January 29, 2016

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				6200		6200			24500
A2	6900	9600	4970	6900	23900	6300	10900	8900	17500
A3	12900	28700	9700	10800	17750	10700	7900	12750	14000
A4	7300	15200	7095	3600	22000	8850	10300	9150	8800
A5	8750	14700	8390	5250	19100	9300	9050	8050	12500
A6		13500	1520	0	18200	11050	11600		
Ac1	10350	24050	6000	9300	21700	4000	5000	8100	12550
Ac2	7450	16100	4890	9700	27600	8950	2000	7850	9600
Ac3	7900	13500	2460	7900	24050	12000	3200	5850	3750
Ac4	6100	16500	810	9400	27800	11400	2600	4200	4400
Ac5		7100	0	5600	15500	4750	3000		0
P1	6400	53300	3710	9400	39900	7800	2400	16050	7300
P2	6200	27500	0	9800	27100	6400	8300	10150	8400
P3	7400	16550	0	8700	28150	17500	200	3400	6000
P4	6800	10900	655	6800	37300	6800	3400	4800	10100
P5	7850	9300	0	6900	27100	11850	1050	8700	4400
P6	9300	14700	890	12100	24200	7700	4550	6250	4700
P7	8400	16300	5390	8300	29900	4500	4400	7250	11600
P8	5700	5700	5515	12100	18800		200	8100	6100
P9	6400	5600	410	4850	25950	16000	400	7300	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				5300		6300			
A2	7000	17000	7275	6150	25400	5750	12100	5700	17200
A3	11500	29300	8870	12000	26100	11050	6950	9100	19600
A4	13400	25800	11085	11000	19150	10500	10750	10200	13550
A5	11900	11400	10720	5100	29700	9750	10850	8100	5900
A6		15900	3150	5200	19700	8700	7400		
Ac1	9850	30100	7940	9400	24450	7450	6600	9700	12100
Ac2	10000	21200	2705	11900	25200	10400	2700	8700	13250
Ac3	8400	3390	8100	27100	13100	7400	8900		
Ac4	6500		1250		28400	8400	4600	6300	8400
Ac5			0		19400	9700	100		0
P1	8900	69100	4740	10550	43350	32500	2400	15600	16350
P2	6400	27200	1010	10000	30800	8350	6200	4650	6100
P3	9700	20950	0		30750	12800	3300		7400
P4	7100		8090	8500		6900	3500	4900	12410
P5	8900	12150	0	10300	29300	16800	1900	8900	5800
P6	9500		1220	14150	30400	7900	4000	9100	6100
P7	11100	16050	4740	8500	32050	4600	4500	8900	11750
P8	5800	9900	5500	7500	28000	22100	5550	9300	6350
P9	11600	10300	3970	6645	29900	16300	300	9000	5700

Table 3: Differences in median off-scales between 2014 and 2013 by campus and rank and step.

Rank	UCSC	UCB	UCD	UCI	UCLA	UCM	UCR	UCSB	UCSD
A1	0	0	0	-3900	0	-6300	0	0	0
A2	5050	5600	2673	700	1100	-50	400	7655	4100
A3	-300	900	1030	1150	0	-450	2850	300	-1600
A4	2300	-1200	156	300	6350	450	-1850	1000	1150
A5	-350	5850	479	-450	-6600	100	200	800	-750
A6	0	1450	16368	2050	12850	-1500	-800	0	0
Ac1	-3200	900	241	300	1150	-950	2050	400	4350
Ac2	3100	-5700	4498	-2200	5850	2150	5300	-1100	6050
Ac3	3500	11410	-2950	-16550	16400	3750	-6600	8700	11600
Ac4	3500	14950	4518	9900	900	150	100	4900	-1350
Ac5	0	13400	0	6100	-1200	300	2150	0	1700
P1	950	3100	4624	1250	2050	-32500	5250	500	-850
P2	2550	1700	4270	5300	6400	16250	5100	-950	13200
P3	400	7350	0	10000	950	400	2150	7000	2400
P4	3800	15750	-1489	2700	37400	2900	1100	500	-260
P5	200	2400	7296	3300	-350	500	-900	300	-1200
P6	-750	20500	-787	-375	9050	9600	-1000	4900	200
P7	3500	-3500	1161	300	-650	300	400	300	-4900
P8	8600	10800	-1333	300	5350	700	-900	3100	350
P9	1900	300	4381	-545	900	500	-100	900	-3162

Table 4: Median off-scales by campus and rank and step (Oct. 2014)

Rank	UCSC	UCB	UCD	UCI	UCLA	UCM	UCR	UCSB	UCSD
A1				1400					
A2	12050	22600	9949	6850	26500	5700	12500	13355	21300
A3	11200	30200	9900	13150	26100	10600	9800	9400	18000
A4	15700	24600	11241	11300	25500	10950	8900	11200	14700
A5	11550	17250	11200	4650	23100	9850	11050	8900	5150
A6		17350	19519	7250	32550	7200	6600		
Ac1	6650	31000	8181	9700	25600	6500	8650	10100	16450
Ac2	13100	15500	7203	9700	31050	12550	8000	7600	19300
Ac3	11900	14800	5150	10550	29500	11150	2300	8700	11600
Ac4	10000	14950	5768	9900	29300	8550	4700	11200	7050
Ac5		13400	0	6100	18200	10000	2250		1700
P1	9850	72200	9364	11800	45400		7650	16100	15500
P2	8950	28900	5281	15300	37200	24600	11300	3700	19300
P3	10100	28300	0	10000	31700	13200	5450	7000	9800
P4	10900	15750	6601	11200	37400	9800	4600	5400	12150
P5	9100	14550	7296	13600	28950	17300	1000	9200	4600
P6	8750	20500	433	13775	39450	17500	3000	14000	6300
P7	14600	12550	5901	8800	31400	4900	4900	9200	6850
P8	14400	20700	4166	7800	33350	22800	4650	12400	6700
P9	13500	10600	8351	6100	30800	16800	200	9900	2538

## **COMMITTEE ON FACULTY WELFARE**

### **Report on the New Third Tier of Retirement**

To: Academic Senate, Santa Cruz Division

As part of the 2015-2016 Budget agreement between the University, the Governor, and the Legislature, the State will provide a total of \$436 million for the University of California Retirement Plan (UCRP) over the next three years. In return, the University must implement a new pension tier within UCRP for employees hired on or after July 1, 2016 with a limit or cap on the amount of covered compensation (CCL) that can be used in calculating retirement income that matches the State retirement plans Public Employees' Pension Reform Act (PEPRA) legislation (\$117,020). The University has the option of creating a supplemental Defined Contribution (DC) plan to accompany the Defined Benefit (DB) plan with this cap.

The impact of the new retirement plan will be significant for those future employees whose salaries rise above this cap, most of which will be faculty. To address this problem, President Napolitano appointed a task force to develop options for new plans or supplemental plans that would support the University in remaining competitive enough to recruit and retain high quality employees and ensure the financial stability of UCRP. The report of this task force was released to campuses on January 15, 2016 with a response/comment deadline of February 15, 2016.<sup>1</sup> The president intends to make a final recommendation to the regents on March 23, 2016. A report guide was also supplied by Academic Senate Chair and Vice Chair Dan Hare and Jim Chalfant.<sup>2</sup> CFW's response to this report and analysis of the options explored are described herein.

#### ***Analysis of the Options Being Considered***

The Committee on Faculty Welfare (CFW) reviewed the Retirement Options Task Force (ROTF) Report recommendations for two plans. As represented by "income replaced," both plans will provide significantly lower benefits than existing Defined Benefit plans. Given these limited options, CFW favors Plan A: UCRP 2016 Tier Plus DC, a hybrid with a Defined Benefit up to the CCL (\$117K) supplemented with a Defined Contribution Plan up to the Internal Revenue Code (IRC) limit of \$265K. The committee does not support Plan B: DC Choice Plan for reasons discussed below, and recommends that UC continue to contribute 14% to employee retirement to the IRC limit. The committee further recommends that UCRP reconsider the 7.25% rate of return on investments.

The hybrid plan A replicates a key feature of the current DB plans, providing a fixed retirement income with minimal risk. This one feature provides a sense of security that arguably keeps top faculty from seeking employment elsewhere despite the promise of higher salaries, but with the uncertainty of DC retirement plans. Even with the PEPRA cap, it is possible that the DB component will still be attractive, assuming the supplemental DC can cover much of the reduction—

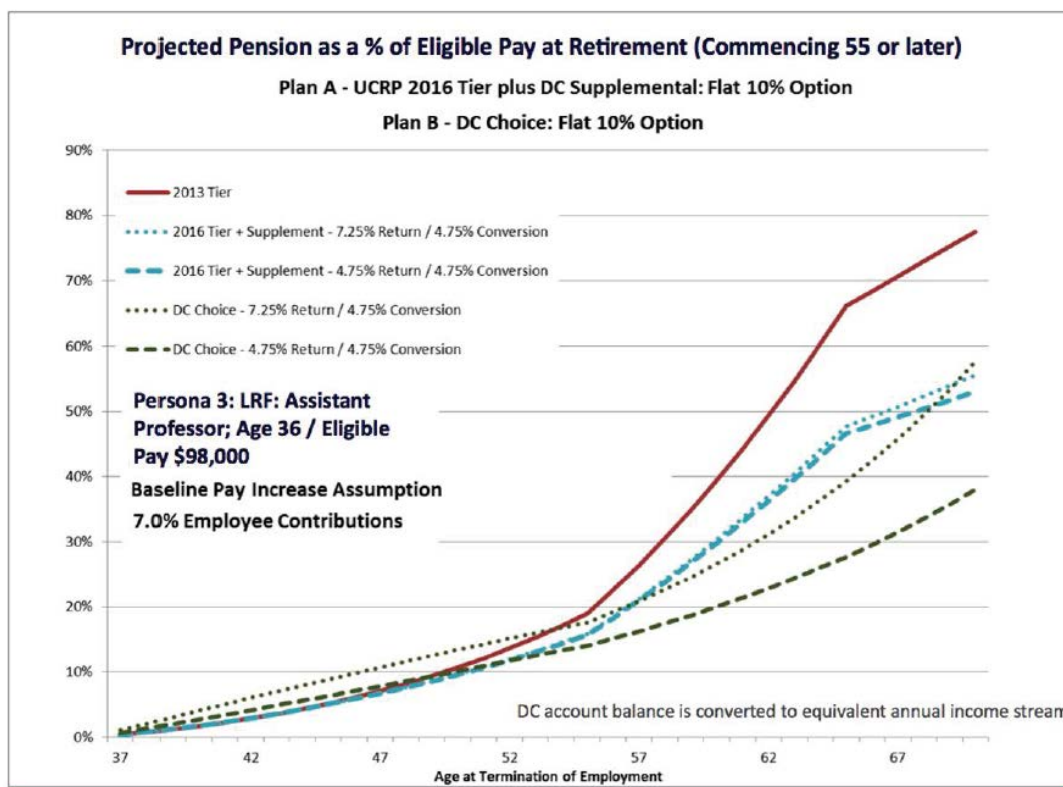
<sup>1</sup> The report, "University of California Retirement Options Task Force Report to the President (January 15, 2016)" may be viewed at - <http://ucnet.universityofcalifornia.edu/compensation-and-benefits/2016-retirement-benefits/rotf-report.pdf>

<sup>2</sup> The guide, "A Guide to Reviewing the Recommendations of the Retirement Options Task Force Report (January 15, 2016)" may be viewed at - <http://senate.ucsc.edu/committees/cfw-committee-on-faculty-welfare/post-retirement-benefits/3ROTF%20Report%20Guide.pdf.pdf>

in covered comp above the cap. Based on the data provided in the report, however, it is clear that the supplemental DC as proposed will be inadequate to achieve this (see figure 1). The combination of late initiation (at the PEPRCA CAP) and % of employer/employee contributions at modest rates of return yield amounts that fall far short of matching the shortfall in income replaced that is provided by current DB plans (see figure 1). Closing the gap would require larger employer contributions to the benefit (~10%) above the CCL to the IRC cap, and/or initiating the DC plan and supplemental contributions well before the CCL is reached, for example, at the time of employment. With compounding interest, the latter would have the greatest potential impact assuming modest rates of return.

The full defined contribution (DC) plan considered in Plan B, is viewed by CFW as least desirable for both employees and the University. As articulated in the report, the full DC plan shifts the entire investment risk to the employee, and assuming less than optimal rates of return (i.e., <7.25%), will produce a lower level of “income replaced” over the long-term, thus encouraging many faculty to hold off retirement well beyond normal retirement age, while delaying the hiring of junior faculty. While certain employment situations might benefit from a DC option (e.g., short-term), these are uncommon and the added benefit small.

Figure 1. Modeled pension (% of eligible pay) at age of retirement for the 2016 Tier and DC choice plan options assuming employment at age 36, starting salary of \$98K (for rates of return of 7.25 and 4.75%). The 2013 Tier is included for comparison (source: ROTC Report 2016).



CFW also questions whether the assumed 7.25% rate of return, as used for UCRP investments, is realistic given the transformation of the global economic landscape over the last decade. Such an

assumption for either the supplemental or full DC plans will encourage an insufficient level of employer/employee investment. Standard industry projections for long-term returns on investments (i.e., next 30 years) are far less optimistic.

As for the Unfunded Accrued Actuarial Liability (UAAL) of UCRP, the impacts of the various options considered, either Plan A or B, appears to be relatively minor (assuming a continued surcharge (~6%) to pay down the unfunded liability up to the CCL). The report shows how the overall normal costs declines as 2016 Tier plan employees replace 2013 and 1976 Tier employees. Assuming the University holds the employer and employee contributions to UCRP constant, the amount not required to fund normal costs of UCRP would then go toward reducing the UAAL. Modeling by the task force (within a range of modest assumptions) suggests that even without the added UAAL contributions above the CCL for the 2016 Tier, the timing of return to full funding of UCRP is little changed. For the DC choice plan (B), however, there is a small trade off in the funding of the employee benefit and residual contribution to the UAAL. The greater the percentage toward the benefit, the lower the UAAL contribution. For example, the majority report recommended 10% to benefit, leaving 4% to UAAL. The lower UAAL contribution could be compensated for by continuing payments up to the IRC limit. In any case, the worse scenario is one with the DC choice (plan B) as default with a 4% surcharge, which CFW does not recommend. As a reminder, regardless of outcomes, the State is legally obligated to cover pension benefits to current employees. The current funded state of UCRP is a consequence of poor management with reallocation of pension funding over 20 years to support university operations and infrastructure, and to keep tuition down.

### ***The Third Tier and Inequities between UC Campuses***

CFW is operating under the assumption that the Tier III retirement is a “fait accompli” due to the May 2015 agreement between President Napolitano and Governor Brown. The committee, however, must state its opposition to an agreement that will further erode the total remuneration of UC faculty, weaken the University’s ability to recruit and retain top faculty, and will likely increase total remuneration inequities between the UC campuses while potentially doing little to reduce the unfunded liability of UCRP. The campus breakdown of the 2014 Faculty Total Remuneration Study showed that UC systemwide lags comparison universities by 12%, with UCSC near the bottom relative to our sister campuses (-20%). For this reason, CFW supports the ROTF Report recommendation that the Tier III reduction in retirement benefits be compensated for with an increase in starting salaries. However, the committee notes that without significant adjustments in the on-scales systemwide, this would require additional increases in off-scales at the time of hiring. Some campuses, UC Los Angeles and UC Berkeley for example, might have sufficient resources (i.e. large endowments) to offer competitive salaries with larger off scales, whereas campuses such as UC Santa Cruz will be limited. Without the resources to provide a substantial boost in base salaries, it is likely that UCSC’s ability to competitively hire and retain faculty will be disproportionately compromised by the reduction in retirement benefits.

Finally, the turn-around time (~30 days) for review and assessing the full impacts of the these proposed retirement options is grossly inadequate, particularly given the importance of retirement benefits to the welfare, recruitment and retention of faculty, and overall excellence of UC. The short turnaround time also undermines opportunities to fully vet the proposed options as the best



course of action in terms of overall financial impacts on the University. For example, in the long run any savings gained from the retirement programs could be offset or exceeded by the cost of higher salaries to retain top faculty, and to continue paying high salaried senior faculty well beyond optimal retirement age.

Respectfully submitted;  
COMMITTEE ON FACULTY WELFARE  
Shelly Grabe  
Melissa Gwyn  
Ted Holman  
Andrew Matthews  
Grant McGuire  
Ricardo Sanfelice  
Nina Treadwell  
Shelly Errington, *ex officio*  
James Zachos, Chair

January 29, 2016

## **Resolution to Create a Special Committee on Athletics**

To: Academic Senate, Santa Cruz Division

Since 1981, the University of California, Santa Cruz has participated in inter-collegiate athletics as a member of the National Collegiate Athletic Association (NCAA) Division III. In that time over 5,000 student athletes have participated in UCSC athletics, distinguishing themselves in the classroom and in competition. To date, the athletic program (currently consisting of 15 teams, men and women) has been supported by a combination of campus funds and student fees. This follows the model throughout the country. The funding level, however, lies below even that of the smallest Division III schools (e.g. Pomona).

In 2014, the University announced its intent to suspend campus funding of UCSC athletics. Last year, the Office of Physical Education, Recreation, and Sports (OPERS) developed a referendum that would fund student athletics and other recreation activities with student fees. This referendum was well supported but did not pass the high-bar required (40% participation and 66% yes). The University agreed to provide one-time funds to support athletics through the 2015-2016 academic year. OPERS is now developing a new set of referenda for the student body to consider in spring 2016. If the one supporting athletics were to fail, it is likely that the UCSC athletic program would be terminated.

Thus far, the Academic Senate has not been consulted on these actions. While the participants are drawn solely from the student body, there are multiple aspects of the athletic program that may affect the faculty and its welfare. These include: (i) the ability to attract the best possible applicants and admit and keep the best possible undergraduates (ii) UCSC's standing as a top-tier university, (iii) the quality of recreation facilities at UCSC, (iv) alumni fund-raising; and (v) campus life more generally.

The undersigned propose that the Senate convene a Special Committee on Athletics for a duration of six months. The Santa Cruz Divisional bylaws state that "No Special Committees shall be established to perform any duty assigned by these Bylaws to a Standing Committee." We have confirmed with the Committee on Committees (COC), and the Committee on Rules, Jurisdiction and Elections (RJ&E) that this is the case. COC endorses establishing a special committee and, we propose that as is COC's usual practice, that COC will endeavor to confirm faculty representation from all five divisions. The committee will provide the Academic Senate with a report on the values and impacts of having/not-having an NCAA athletic program at UCSC, as regards faculty, students, and the overall university. It may provide the Academic Senate with recommendations on the future of the athletic program. This report will be submitted to the Academic Senate in advance of its May 18, 2016 meeting. The Committee will be established February 29, 2016 and convene through June 30, 2016.

Therefore it be resolved that the Senate shall form:

### **Special Committee on Athletics**

**There are six Santa Cruz Division members, plus the Director of Athletics and Dean of Students *ex officio*. The Vice Chancellor of University Relations and the CP/EVC are invited to sit with the committee. The Committee on Committees shall appoint sufficient members to provide necessary expertise.**

**The Committee advises the Academic Senate and Administration on priorities, policies and strategies related to athletics. The Committee serves as a resource for the CP/EVC to engage and enroll faculty in this matter. The Special Committee shall submit its report at the May 2016 Academic Senate meeting.**

Respectful submitted;  
J. Xavier Prochaska  
Daniel Wirls

January 20, 2016

**DIVISION OF UNDERGRADUATE EDUCATION**  
**Standard Time Slots for General Assignment Classrooms and Finals**

To: Academic Senate, Santa Cruz Division

We are pleased to present an updated proposal concerning alternatives to the current standard time slots for general assignment classrooms that will increase classroom availability up to 20% over the next several years.

This proposal is the result of continuing consultation and collaboration with the Academic Senate and other units on the advantages and disadvantages of various alternatives.

The primary goal is to ensure better access to classes for students in the face of significantly higher-than-expected enrollment due to the University of California's new plan for growth.

Senators may wish to also review:

- The December 2015 proposal and Senate response  
<https://www.ue.ucsc.edu/classslots2>
- Prior proposals and Senate responses from 2011 and 2012  
<https://www.ue.ucsc.edu/classslots>

As a secondary item, in the December 2015 proposal, we requested feedback by March 1 regarding consideration of a two-hour final examination time slot, as at Irvine and Davis. A leading concern is the difficulty in scheduling and managing 4.5-hour and 6-hour final examination accommodations.

This will be an opportunity to share thoughts on these important topics.

We look forward to discussing strengths, weaknesses, and improvements to these proposals.

Respectfully Submitted;  
DIVISION OF UNDERGRADUATE EDUCATION  
Richard Hughey, Vice Provost & Dean  
Tchad Sanger, University Registrar

## Course Time Slots: A Discussion

Division of Undergraduate Education

February 3, 2016

### *Overview*

Our classrooms are crowded and with many courses restricted in their size due to physical limitations rather than pedagogic limits or a lack of appropriate academic support (i.e., teaching assistants and tutors). The classroom utilization of our largest classrooms is the highest in the system, and it is likely that our classroom availability will be reduced before it grows as a result of the pending Kresge rebuild.

Given these limits, our campus had planned to quite gradually increase total enrollment over the next several years, for example by targeting a significantly smaller class for fall 2015 than that of the fall 2014 class. UC's agreement<sup>1</sup> to grow enrollment by 5,000 students this year, and an additional 5,000 students in future years, has thrown campus plans awry. Rather than being about the same size as this year's class, the fall 2016 frosh class will be about 20 percent larger. Future classes can be expected to be this size or larger, considerably increasing overall undergraduate enrollment, making each year more challenging than the last through 2020.

Even as our campus is receiving and distributing additional funding for instruction to divisions and units in the form of Senate faculty FTE, temporary academic staff funds, and teaching assistant positions, an increase in the number of classrooms needed to keep up with enrollment will be necessary for quite a number of years in the future.

This document provides background for discussion of three alternatives regarding time slots in general assignment classrooms. The first is to continue using the existing schedule, letting waitlists grow and class accessibility drop as enrollments rise. The two alternate options, based on those recently evaluated by Senate committees, consider reducing class meeting times to just above the UC standard of 37.5 minutes per quarter unit, and changing passing time to a uniform 15 minutes. These two options allow for the immediate addition of one Monday/Wednesday/Friday time slot and also leave room for two additional time slots either early in the day or late at night.

### *Classroom Capacity*

Our campus has very limited large lecture spaces. UCSC has six general assignment classrooms that can accommodate more than 200 students and Classroom Unit 2 is the largest space on campus with 472 seats.

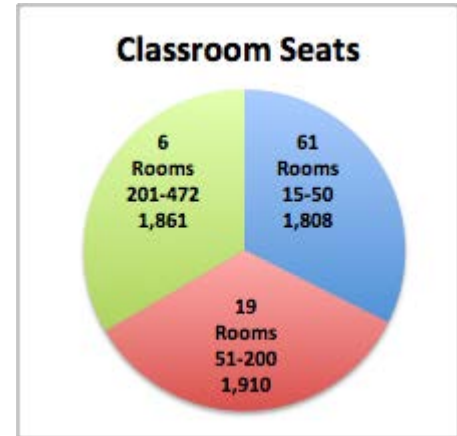
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<sup>1</sup> The agreement may be viewed at <http://universityofcalifornia.edu/news/uc-dramatically-boost-california-student-enrollment>

Our campus distribution of classroom sizes means that about one third of our total capacity is in rooms of 50 seats or fewer, another third in rooms of 51–200, and the final third in our 6 rooms with more than 200 seats.

Classroom utilization is measured based on a seats being occupied for 35 hours per week. Enrollment and financial pressures have increased utilization in the largest room from 112% in fall 2007 to 140% in fall 2014 (our 2012 utilization in the largest rooms was approximately tied for highest in the system, with many campuses below 100%<sup>2</sup>).

For the large rooms, classroom impact is dependent on the size of the frosh class. For fall 2015 there was a drop in utilization in the large rooms from 140% to a “modest” 133%. The fall 2016 class, and future classes, will be larger than fall 2014, and overall enrollment will be higher than fall 2014, and thus overall classroom impact will worsen.



When adding time slots, especially slots in the early morning or at night, the most important use will be of the impacted large lecture classrooms. That is, it is not expected that many classes below 200 students would be scheduled at these times. Thus, adding 2 time slots in the early morning or late at night (at full capacity) would have a large impact with a few courses being scheduled at that time. For example, 12 faculty and TAs would be able to serve over 3500 students who might not otherwise have the opportunity to enroll. With additional large lecture capacity utilized, other space-restricted classes would be able to move into slightly larger classrooms.

Additional time slots, or extension of the normal instructional day, may help with impact in special-purpose rooms, such as computer labs, science labs, and studios.

The most recent increase in classroom space was eight years ago with the opening of Humanities Lecture Hall. Since that time, campus enrollment increased 16% to fall 2014, the most recent peak; will increase 4% more to fall 2016; and is likely to further increase over the next several of years. With new classroom space several years on the horizon, the proposals below make it possible to increase available class times by 20% over the next few years.

### *History of Discussion*

This unexpected and imminent crisis has led to a reopening of the discussion first begun by Interim VPDUE Mark Cioc. That proposal, motivated in part by the Student Union Assembly’s CLASS Survey, recommended a reduction in class meeting times on noticing that UC Santa

<sup>2</sup> <http://www.ucop.edu/operating-budget/files/legreports/1314/utilizationofclassroomsandresearchspace-11-1-13.pdf>

Cruz classes met 42 minutes, rather than the system-wide standard of 37.5 minutes per quarter unit, thereby paving the way for additional time slots. Several iterations (this exchange is available at <https://www.ue.ucsc.edu/classslots>) resulted in a consideration of adding a single time slot to our existing schedule of 16 time slots with the support of an SUA resolution. At the time, with plans to moderate growth over the near term, an upheaval for a stable schedule over multiple years to accommodate slight growth (about 6%) in capacity did not seem the best use of time. Instead, we focused on the universal adoption of waitlists for courses to ensure that programs and divisions would be able to receive more timely feedback on unmet need for their courses.

Based on the feedback received through 2012, focus turned to possibilities that would (a) ensure that we did not pass below the system-wide standard of 37.5 minutes per quarter unit, and (b) accommodate an addition of more than a single time slot. Preliminary discussions with various faculty and units led to a sense of greater support for running classes later (e.g., beyond the current 9:45 p.m. end), rather than earlier (e.g., before the current 8:10 a.m. start). The resulting draft proposal provided to Senate and others suggested reducing passing time to a uniform 15 minutes; reducing class time to 65 minutes for those meeting three times a week, and 95 minutes for those meeting twice a week; adding 3 times slots (one each MWF, MW, and TTh); and ending the day at 10:25 p.m. (TTh) or 10:35 p.m. (MW). The proposal and Senate responses are available at <https://www.ue.ucsc.edu/classslots2>.

### *Senate Recommendations*

Senate and Senate Committee feedback included three key recommendations: (a) that a broader discussion be held at the February Senate meeting; (b) that passing time and class time be reduced to allow the introduction of an additional daytime MWF time slot; and (c) that the need for late time slots (~ 9:00-10:30 p.m.) be held in reserve for possible future use given that “their implementation would be relatively straightforward once the other changes have been put in place [and] the added benefits of the late slots are highly unlikely to outweigh the significant costs”.

Regarding recommendation (c), it is important to note that the creation of a revised schedule for class times may be designed with the possibility of future expansion, but without immediate addition of those time periods. Given the reduced size of the fall 2015 class, it is likely that the addition of a single time slot for fall 2016 will help produce a manageable schedule in that more classes are able to be scheduled in rooms that fit demand. As the size of incoming classes beyond fall 2016 cannot be expected to drop, and may indeed rise, it is clear that annual reevaluation of the time slots will be needed, though, hopefully not in a manner that changes the times of the core time slots.

As noted in the Senate feedback, the ~9:00-10:30 p.m. time slots, running 45 minutes later than our current latest time, raises considerable issues with respect to safety and transportation. The transportation issues would be difficult to solve due to many students who rely on SCMTD

transit to and from campus. The low frequency of buses after 10:00 p.m. would be quite difficult to address. Even though child care is already not available in our latest time slots, the additional extension of the day to ~10:30 p.m. means that student or faculty parents may not return home prior to their children's bedtime. Faculty services (beyond media services) are generally not available after 5:00 p.m.

### *Looking Toward 2016-17*

Based on this feedback, the goal of adding one additional time slot for 2016-17, and the possibility of additional time slots in the future, we must reconsider the starting time; something that had been put aside based on preliminary, informal feedback. Earlier starts would be less likely to run into transit difficulties (there is already some regular service that arrives on campus around 7:00 a.m.), and the capacity at the end of the instructional day would still be appropriate. Child care issues would be similar as with late slots: on-campus childcare for student parents would not be expected to be available, and faculty may have difficulty finding childcare that can begin at 7:00 a.m. The safety concerns with late-night classes would appear to be solved with an early morning expansion. It is important to note that this is only a cursory look at the details of expanding into the early morning (as there will be time to further explore these issues later), with the plan being to add a single time slot now and develop detailed plans for implementing two additional time slots when needed (*i.e.*, 2017-18 or 2018-19).

If the early morning should be where we consider expansion, then the block of core time slots should be shifted to begin at around 8:30 a.m. to make room for these classes. Thus, at the moment, there are three sketches for 2016-17 and future possible expansion. As the recent round of consultation illustrates, there are likely to be additional options or refinements that are not yet considered. The following are potential paths for 2016-17.

1. Keep the class schedule as it is with 15 time slots and 210 minutes of instruction per week, or 42 contact minutes per quarter unit in comparison to 37.5 at all other campuses.
2. Reduce class time to slightly above all other campuses; reduce passing time; begin instruction at 8:00 a.m.; add one MWF time slot; and slate ~9:00 p.m.-10:30 p.m. for future expansion.
3. Reduce class time to slightly above all other campuses; reduce passing time; begin instruction at ~8:30 a.m.; add one MWF time slot; and slate 7:15 a.m.-~8:30 a.m. for future expansion.

### *How would this be implemented?*

The fall 2016 large lecture scheduling is currently in process. As discussed with the schedulers, if there is a change of time slots, the current time slots will be translated into the closest corresponding time slot. And, the additional time slot will then be available to allow classes to expand to larger facilities.



*Three Options*

Here are three options, the first being no change, likely untenable; the second accommodating the potential addition of late classes; and the third, the potential addition of early classes. Given the transit and safety issues, in particular with extending instruction to 10:30 p.m., Option 3, or an improved version incorporating additional ideas, appears to be the best alternative even with its limitations.

**Option 1: Zero new time slots and no change**

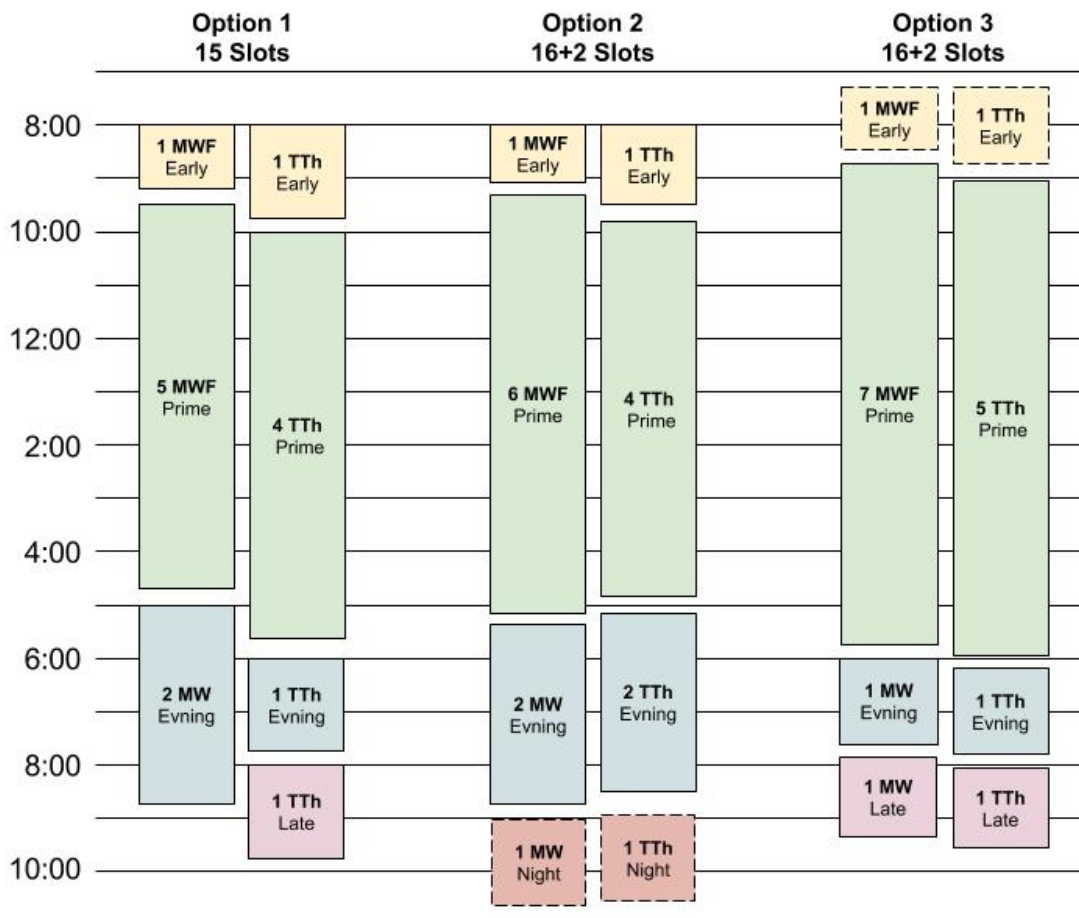
- Monday, Wednesday, and Friday. Six time slots of 210 weekly minutes in three sessions of 70 minutes.
  - 8:00 a.m.–9:10; 9:30–10:40; 11:00–12:10 p.m.; 12:30–1:40; 2:00–3:10; and 3:30–4:40.
- Monday and Wednesday. Two time slots of 210 weekly minutes in two sessions of 105 minutes.
  - 5:00 p.m.–6:45; and 7:00–8:45.
- Tuesday and Thursday. Seven time slots of 210 weekly minutes in two sessions of 105 minutes.
  - 8:00 a.m.–9:45; 10:00–11:45; 12:00–1:45 p.m.; 2:00–3:45; 4:00–5:45; 6:00–7:45; 8:00–9:45.
- 20-minute passing time after 3-day class periods, 15-minute passing time after 2-day class periods.
- No expansion of time slot possibilities.

**Option 2: One new time slot and potential for adding late classes**

- Monday, Wednesday, and Friday. Seven time slots of 195 weekly minutes in three sessions of 65 minutes.
  - 8:00 a.m.–9:05; 9:20–10:25; 10:40–11:45; 12:00 p.m.–1:05; 1:20–2:25; 2:40–3:45; and 4:00–5:05.
- Monday and Wednesday. Two time slots of 190 weekly minutes in two sessions of 95 minutes. Ending at 8:45 p.m., 60 minutes earlier than current latest time slot.
  - 5:20 p.m.–6:55; and 7:10–8:45.
- Tuesday and Thursday. Seven time slots of 190 weekly minutes in two sessions of 95 minutes. Ending at 8:35 p.m., 70 minutes earlier than current latest time slot.
  - 8:00 a.m.–9:35; 9:50–11:25; 11:40–1:15 p.m.; 1:30–3:05; 3:20–4:55; 5:10–6:45; 7:00–8:35.
- Uniform 15 minute passing time.
- Two expansion time slot possibilities.
  - MW 9:00–10:35 p.m.
  - TTh 8:50–10:25 p.m.
  - 20% total time slot increase.

**Option 3: One new time slot and potential for adding early classes**

- Monday, Wednesday, and Friday. Seven time slots of 195 weekly minutes in three sessions of 65 minutes. Beginning at 8:40 a.m., 40 minutes later than the current earliest time slot.
  - 8:40 a.m.–9:45; 10:00–11:05; 11:20–12:25 p.m.; 12:40–1:45; 2:00–3:05; 3:20–4:25; 4:40–5:45.
- Monday and Wednesday. Two time slots of 190 weekly minutes in two sessions of 95 minutes. Ending at 9:25 p.m., 20 minutes earlier than the current latest time slot.
  - 6:00 p.m.–7:35; and 7:50–9:25.
- Tuesday and Thursday. Seven time slots of 190 weekly minutes in two sessions of 95 minutes. Beginning at 9:05 a.m., 65 minutes later than current start and ending at 9:40 p.m., 5 minutes earlier than current latest time slot.
  - 9:05 a.m.–10:40; 10:55–12:30 p.m.; 12:45–2:20; 2:35–4:10; 4:25–6:00; 6:15–7:50; 8:05–9:40.
- Uniform 15 minute passing time.
- Two time slots for future expansion beginning at 7:15 a.m., 45 minutes earlier than current first time slot.
  - MWF 7:15–8:25 a.m.
  - TTh 7:15–8:50 p.m.
  - 20% total time slot increase.



*Conclusion*

UC Santa Cruz has been suffering from classroom impaction for five or more years. The lack of classroom space means that classes are not always able to meet demand even as the campus distributes additional faculty and teaching assistant positions to mirror our enrollment growth. Santa Cruz faculty have been greatly accommodating of this need, teaching at off-peak times and adjusting their personal lives to help ensure that students can make progress toward their degrees. The sudden mandate to grow undergraduate enrollment significantly faster than planned will greatly exacerbate this situation, and demands that we look at all possible solutions, even though none are ideal.

In the longer run, the campus plans to increase classroom space through the construction of three large lecture halls near Classroom Unit (600, 400, and 200 seats). Social Sciences III includes a modest increase of seats in one or two rooms, and the Kresge project is likely to require reconfiguration and rebuilding of the several classrooms in the college.

When these new facilities are completed in the 2020s, it will be an opportune time to reexamine our class schedule to consider return to a more normal schedule, ideally increasing passing time to 20 minutes. However, these projects will take time, and the larger classes of students will begin arriving next fall.