University Council-American Federation of Teachers

Representing Faculty, Librarians & Academic Researchers of the University of California

April 10, 2017

Dear Chair Einarsdóttir,

In response to a letter from the Chair of the Academic Senate sent on March 17, 2017, the Writing Program and Humanities Division proposed reducing instruction for ELWR required students and reducing the number of courses within the Multilingual Curriculum (MLC) series. Writing Program faculty were presented these proposals at a meeting on April 4 and provided feedback to Chair Heather Shearer in various forms over the past few days. In addition to harming vulnerable student populations, UC-AFT believes that proposed changes to ELWR instruction have the potential to violate tenets of the contract between Unit 18 lecturers and the University.

The proposal presented the possibility that the series of courses for ELWR unsatisfied students, currently composed of three 5-unit courses (W20, W21, and W23) could be reduced to a repeatable 3-unit Writing 20 for some, and possibly all, students. If these or similar curricular changes are pushed through, the impact on students would fall on the most at-risk students we teach--those who are first-generation college students and those who come from under resourced high schools. Even if some students identified as English Language Learners are ultimately placed in the MLC (currently limited to F1 visa holders), there are still many students who will need at least 5-units of ELWR instruction. Additionally, the proposal would place the campus out of line with other UC campuses, all of which offer at least 4-5 units of ELWR instruction, with most offering substantial ELWR sequences for both ELL and non-ELL students (Table 1). If the Academic Senate decides to limit W20 to 3 units, UC Santa Cruz will have the dubious distinction of offering the lowest-credit bearing ELWR course with one of the highest class sizes to the students who need the most writing instruction.

This proposal would also impose hardships on the most vulnerable faculty members at the University who are already overworked and underpaid relative to their institutional peers. Faculty in the Writing Program at UCSC have among the lowest average salaries of UC Writing Program Lecturers, particularly given the cost of living in Santa Cruz county (Table 2). Furthermore, across the UC system, lecturers teaching writing earn, on average, less than faculty in other programs and departments even though they are teaching grading and workload intensive courses (Table 3).

The proposed changes would place UCSC even further out of line with labor practices across the UC system. UCSC's Writing Program is the only Writing Program within the UC system where it is essentially impossible for faculty to achieve a 100% appointment, although currently, WP lecturers teach among the highest numbers of students per academic year (Table 4). The proposed changes may make it even more difficult for WP lecturers to ever achieve 100% appointment, and for many or most lecturers, their appointment percentage would actually decrease under this proposal. Yet, even with the decrease in appointment percentage, WP faculty would be teaching more classes and more students per academic year while actually earning less. It is also worth noting that at UC Berkeley, UC Irvine, and UC Riverside, lecturers receive more than 1 Institutional Workload Credit (IWC) for teaching an ELWR course, even though they have smaller class sizes than current ELWR courses at UCSC. These practices recognize that

teaching ELWR unsatisfied students demands more workload for lecturers than other writing courses and are covered under Unit 18's Memorandum of Understanding (MOU) **Article 24.A.3.a** which provides for greater than 1 IWC for grading intensive course.

We also believe that the proposed changes have the potential to violate provisions in Unit 18's MOU specifically Article 24 on "Institutional Workload":

- **Article 24.A.1 "Full Time Instructional Workload Standard"** : "A full-time course load for a 100% NSF who teaches writing and foreign language courses will not exceed eight (8) instructional offerings/classes/courses/sections on a quarter campus…." Under the proposed plan, an instructor would need to teach 13.3 sections of Writing 20 in order to reach a 100% appointment; however, NSF who teach writing can only teach 8 courses over an academic year. Therefore, if an instructor teaches one 3-unit Writing 20 course, they are unable to reach 100% without course equivalencies.

- **Article 24.A.2 "Definition of a Course with One Institutional Workload Credit" :** "For purposes of this Article, a course shall be valued at one instructional workload credit (IWC) when it meets the following definition: an instructional offering that is regularly scheduled, requires significant academic preparation, office hours, and/or grading outside the class by the instructor, and meets a minimum of three (3) hours per week. Two or more sections of a course taught by one NSF shall have the same IWC as two or more sections of a course taught by multiple NSF." We believe that, unless it is dramatically revised, Writing 20 meets all these criteria; we cannot imagine how Writing 20 would be taught without "significant academic preparation, office hours, and/or grading outside the class by the instructor." Although we recognize a 3-unit course should be taught as such, this proposal in effect asks instructors to do more work by stripping faculty of their A-1 equivalency for ELWR-related labor (e.g. evaluating ELWR "portfolios.")

- **Article 24.A.3.b** provides that IWC credit can be reduced in some circumstances: "Such examples include but are not limited to a course that meets *two or* fewer hours per week, independent study classes, partial term classes." The proposed Writing 20 does not fit these circumstances unless the Academic Senate considers it a "partial" class with only fractional contact hours for the most vulnerable student population. Yet any imaginable Writing 20 would entail significant preparation, grading, and student contact hours. Identifying our only ELWR class as a "partial" class would once again make UCSC an outlier among its sister UCs.

- **Article 24.C** provides that "Under no circumstance shall an NSF teach more than three courses in a term." A WP lecturer now teaching a maximum of three 5-unit ELWR courses a term would find next year that she would need to teach five 3-unit courses in a quarter to perform the same instructional workload which is a clear violation of this article.

In short, because of these articles limiting the number of courses an NSF can teach and describing the IWC attached to each, most WP faculty would experience a sharp reduction in their appointment percentage if Writing 20 is interpreted as anything less than one IWC. Given the number of likely W20 courses, we expect that under the proposed plan most WP lecturers may be teaching two to three 3-unit

courses in the Fall term. Currently, if a faculty member is teaching two 5-unit ELWR courses per term, they would have 44 students and receive two IWCs. Under the new proposal, if this faculty member were teaching three sections of Writing 20, they would have 66 students per term, but only be compensated for 1.8 IWCs.

Going forward, we want to remind the University of their obligation to notify UC-AFT of proposed curriculum changes relevant to lecturer workload. **Article 24.D "Changes to Existing Workload"** states that "If the University proposes to change the workload value assigned to an existing instructional course or offering or the maximum Instructional Workload Credit (IWC) for a department or campus, the University shall provide at least 30 calendar days written notice to the Union and offer to meet and discuss prior to implementing any proposed changes." UC-AFT has not, at this point, been officially notified of the change in workload for Writing 20. If the University argues that W20 is a new course, then **Article 24.E "Establishing IWCs for New Courses or Instructional Offerings"** maintains that a similar opportunity for lecturer input must be presented to NSF faculty. Furthermore **Article 17** requires notification for reduction in time, which many or most WP lecturers would experience under this proposal.

As you can see, the proposed changes to the Writing Program curriculum could be devastating for students and lecturers, and they could potentially violate aspects of our MOU. We urge the Writing Program, Division of Humanities, and the Academic Senate to develop a new proposal which maintains at least 5-units of ELWR instruction for students and works toward curriculum and labor practices that allow Writing Program faculty to achieve 100% appointments. We also expect that the University comply with Article 24D and E and Article 17 in notifying UC-AFT and lecturers of reductions in workload and establishing a "meet and discuss" prior to implementing future changes to the curriculum which have a dramatic impact on student instruction and lecturer workload .

Sincerely,

UC-AFT Local 2199
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Table 1 - Comparisons of ELWR Programs at UC Campuses 2016-2017

UC	ELWR Course(s)	Units	Class Size	IWCs*	How Students Satisfy ELWR
Berkeley[1]	• College Writing R1A • ELL: Sections of CW R1A	6	14	1.5	Pass by grade and portfolio. R1A requires a minimum of 40 pages of writing and culminates in a final portfolio 12-18pp long which is reviewed by another CW lecturer; if the second lecturer concurs with the instructor that the portfolio is passing, the student passes ELWR (in case of conflict, the CWP Director becomes the third reader).
Davis	• UC Online WR 39A	4	Varies	N/A	Pass by grade.
	• WLD 57E (taught by Sacramento City College on UCD campus)	4.5	25	N/A	Non-ELL students can choose between UC Online WR39A, Workload 57 E or Workload 57P for Educational Opportunity Program students. ELL student placement depends on results of a UCD English Placement Exam (not AWPE). ELL students with lower scores are placed in the University Writing Program's 21, 22, 23 sequence and then must fulfill Workload 57S. Those with higher scores are placed directly into Workload 57S. Workload 57S students have three quarters, plus the number of quarters they are held for UWP multilingual coursework, to fulfill the ELWR.
	• EOP: WLD 57P	4.5	18	N/A	
	• ELL: WLD 57S	4.5	18	N/A	
	• ELL: UWP 21, 22, 23	4	18	1	
Irvine	• Writing 37 (Intensive/non ELL)	6	18	1.5	Pass by grade. Placement in series determined by AWPE and ELL status.
	• Writing 39A	4	19	1	
	• Writing 39A+	6	18	1.5	
	or				
	• HUM1BES	4	18	1	
	• ELL: HUM1AES				
	or				
	• ELL: Academic English 20 A-D (+ Writing 39A)	4	18	1	*Note: Offers additional 2 -unit Grammar and Vocabulary course in AE.*
Los Angeles	• Sequence of English Comp 1A, Comp 1B, Comp 2	4	15	N/A	Pass by grade. Placement in series determined by AWPE and ELL status.
	• ELL: Comp 2i	5 (ELL)	15	N/A	First-year undergraduate students with an ELL requirement move directly from 1B to 2i; for these students, English Comp 2i satisfies both the Entry-Level Writing Requirement and the ELL requirement. Students must finish ELL requirement by the end of their first year.

Merced[1]	• Writing 1	4	20	1	ELWR requirements are satisfied through an 8000-word e-portfolio students submit at the end of their Writing 1 class. *Note: Also available are 2-5 unit supplemental instruction (SSI) classes (capped at 10 students) and additional grammar workshops which can be taken through the Language Learning Center.*
Riverside	• English 4 • ELL : BSTW 001-BSTW005 series	4 5	21 15	1.125 1.125	Pass by grade (30% of course grade determined by an exit exam, similar to the AWPE, graded by another instructor). Placement in series determined by APWE/ELL status. *Note: Offers 2-unit supplemental oral communication and 1-unit discussion sections.*
San Diego	• ELWR 1 • ELL: ELWR 2A-B	4	15	1	Portfolio reviewed by instructor and one other instructor. Courses repeated until timeline expires.
Santa Barbara	• Writing 1 • Writing 1E (for Engineers) • ELL: EMS 3A-EMS 3	4 4	25 18	1 1	Pass by grade. Placement in series determined by APWE/ELL status. *Note: EMS Series (taught by Linguistics Dept) has additional 3-unit oral communication coure.*
Santa Cruz (current)	• ELWR- Core (C1) • ELWR-Core Stretch (C1) • Writing 20-23 Series • ELL: Writing 24-27 (MLC)	5 10 5 5	22 18 18-22 18-22	1 1 1 1	Pass via "portfolio review" which is one paper 1,000-1,500 words. Pass by a "portfolio review" in W27. Placement determined by AWPE/ Visa status.
Santa Cruz (Proposed)	• Writing 20 (repeatable) • Writing 26 ,27 (MLC)	3 5	? ?	1 1	Pass by grade. Placement determined by AWPE/ELL status.

* Institutional Workload Credit (see Unit 18 MOU Article 24). Not applicable to UCLA, UC Online, or Sacramento City College courses at UC Davis.
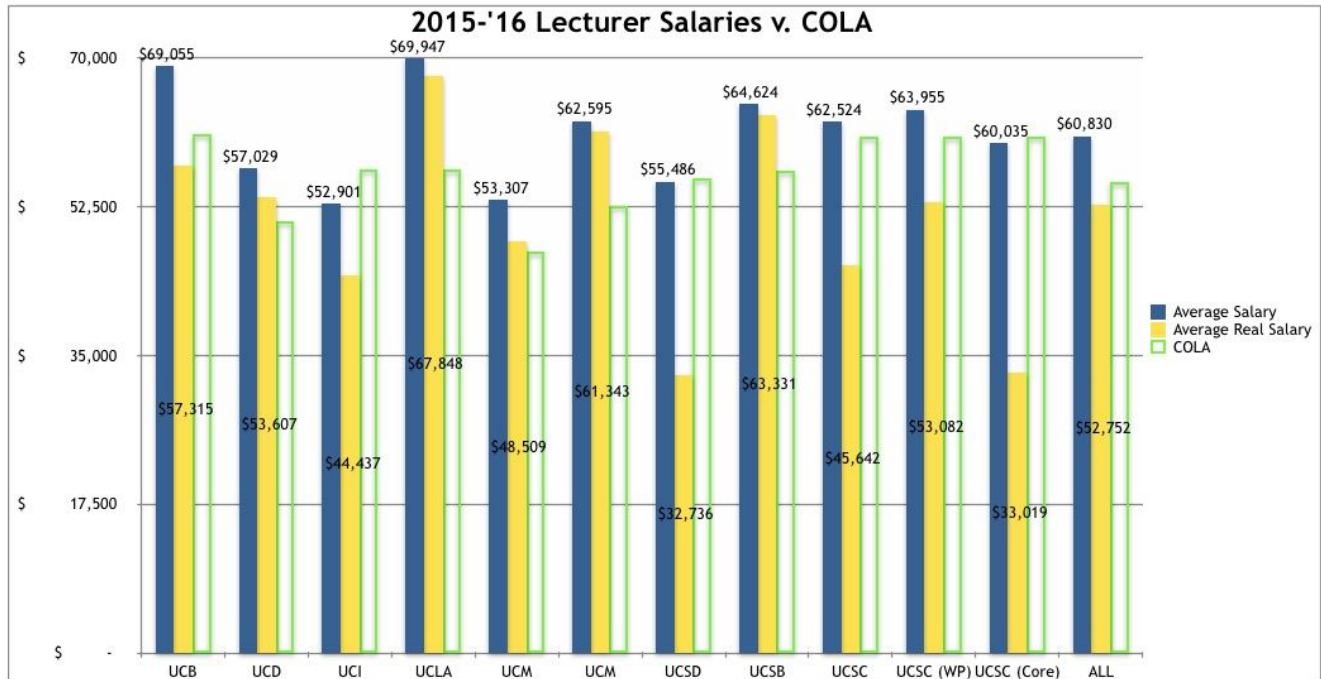1. On the semester system.

This table was developed as part of a 2016 UC-AFT sponsored *Writing UC- Uniting Faculty Across Best Practices* initiative. Information was gathered from each UC's Writing Programs website, class search, as well as survey to WP lecturers.

Table 2 - 2015-2016 UC Writing Lecturer Salary

UC	Average Salary	Average Years of Service (AY)	Average Appointment	Average Real Salary**	Total Lecturers	Cost of Living
Berkeley	$69,055	11.7	83%	$57,315	22	$61,097
Davis	$57,029	6.1	94%	$53,607	65	$50,801
Irvine	$52,901	5.83	84%	$44,437	104	$56,860
LA	$69,947	12.8	97%	$67,848	39	$56,860
Merced	$53,307	5.18	91%	$48,509	74	$47,254
Riverside	$62,595	12.16	98%	$61,343	45	$52,596
San Diego*	$55,486	5.5	59%	$32,736	19	$55,810
Santa Barbara	$64,624	10.17	98%	$63,331	37	$56,759
Santa Cruz	$63,955	9.95	83%	$53,082	40	$60,722

 * College Writing Instructors for 2015-2016 AY. Appointments supplemented with Academic Coordinator Administrative
 Positions. In 2016-2017 UCSD began a Basic Writing Program for which data is not yet available.
** Average real salary is Average Salary x Appointment Average.

This table and graph were developed as part of a 2016 UC-AFT sponsored *Writing UC- Uniting Faculty Across Best Practices* initiative. Salary figures from UCA-FT database with information provided by UC, July 2016. UCSD College Writing Instructors for 2015-2016 AY appointments are supplemented with Academic Coordinator Administrative Positions. In 2016-2017 UCSD began a Basic Wri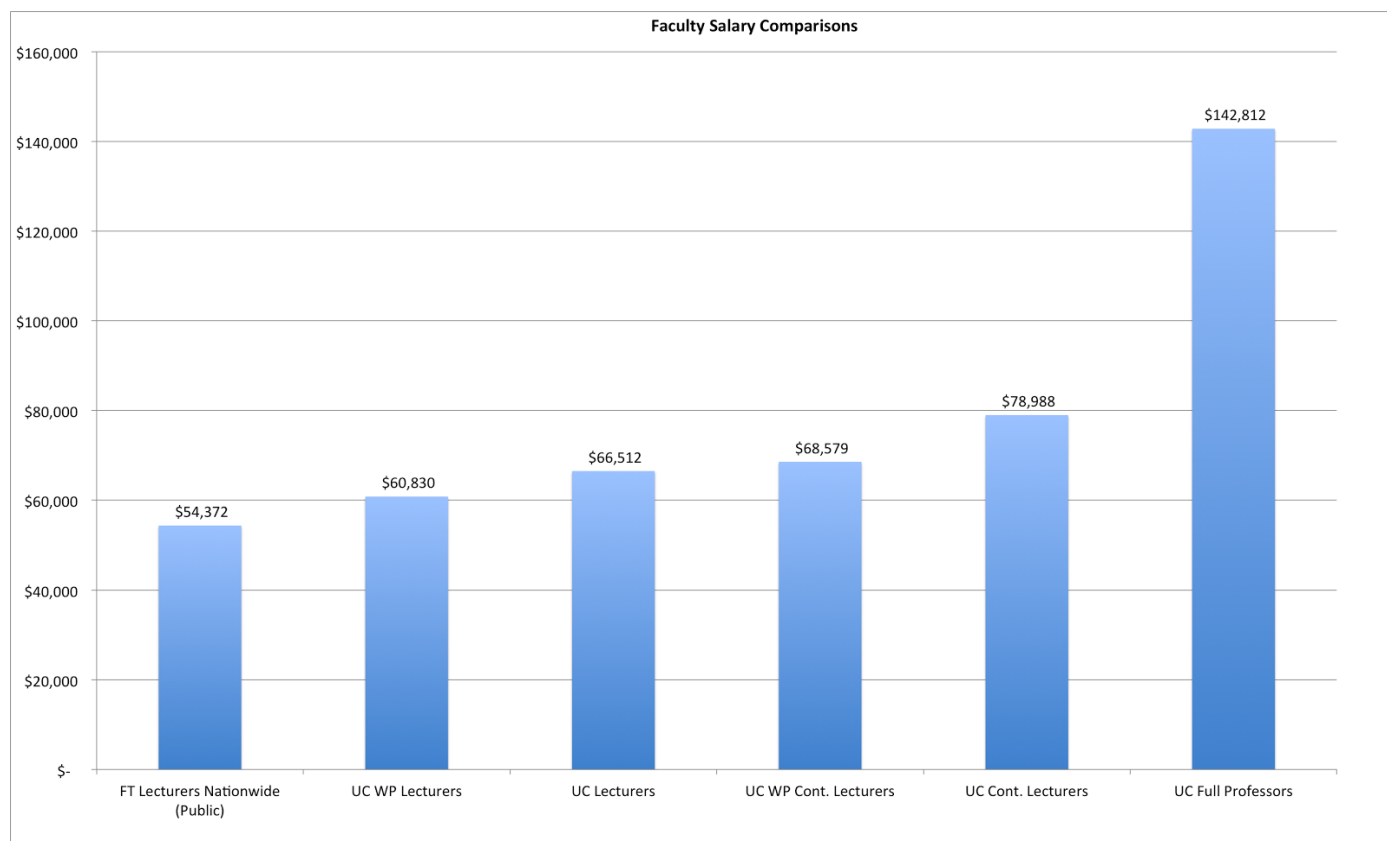ting Program for which data is not yet available. Cost of Living Analysis figures for 1 adult, 1 child from http://livingwage.mit.edu, July 2016.

Table 3 - Nationwide and UC Faculty Salary Rate Comparisons

Position	Salary at 100% time
FT Lecturers Nationwide (Public University)	$54,372
UC Writing Program Lecturers	$60,830
UC Lecturers (all departments/programs)	$66,512
UC Writing Program Continuing Lecturers	$68,579
UC Continuing Lecturers (all departments/programs)	$78,988
UC Full Professor	$142,812

Faculty Salary Comparisons

These figures describe the salary rate, but many lecturers (including the overwhelming majority of UCSC WP Lecturers) are not hired at 100% time, so they receive less than this rate.

Nationwide Data and UC Full Professor Data from *The Chronicle of Higher Education:* https://data.chronicle.com/ UC Data from UCOP/UC-AFT database.

Table 4 - UC Writing Program Lecturer Workload (2016-2017 AY)

UC	100% Course load	ELWR Class Cap	WP Class Cap	Avg. Students/ AY
Berkeley*	4**	14	17	68-85
Davis	7, 5-6 w/equivalency	18-25	25	90-150
Irvine	8**	18-19	23	152-184
Los Angeles	7, 6 w/equivalency	15	22	90-144
Merced*	5	20	20	100
Riverside	8**	15-21	23	120-184
San Diego	8	15	NA	120
Santa Barbara	8 + 1 equivalency	25	25	200
Santa Cruz (technical)[1]	8 (currently not possible)	22	25	176-200
Santa Cruz (AY 16-17 actual)	7	22	25	154-175
Santa Cruz (AY 16-17 actual)	6	22	25	132-150

* semester campus

** ELWR Courses count as more than 1 IWC

1. Most UCSC WP faculty teach 6 or 7 courses/AY. Full time would be 8 courses, but since faculty currently must maintain a equivalency for programmatic work, faculty typically can only teach 6-7 courses per AY.

This table was developed as part of a 2016 UC-AFT sponsored *Writing UC- Uniting Faculty Across Best Practices* initiative. Information compiled through each UCs Writing Programs' websites, class search, course catalog, and a survey to UC WP lecturer