

May 9, 2022

PK AGARWAL  
Dean, University Extension

RICHARD HUGHEY  
Vice Provost and Dean, Undergraduate Education and Global Engagement

**RE: Final Report for Summer Campus Initiative**

Dear PK and Richard,

The Academic Senate has reviewed your request for feedback on the Final Report for Summer Campus Initiative. The Committees on Affirmative Action and Diversity (CAAD), Courses of Instruction (CCI), Educational Policy (CEP), International Education (CIE), Planning and Budget (CPB), Teaching (COT), and Graduate Council (GC) have responded.

Various committees highlighted positive aspects of the report, particularly the ways in which these might contribute to student success. CAAD specifically called out the enhanced Transfer Edge program's potential benefits to increasing undergraduate time to degree. CPB praised the efforts of the working group as a means toward supporting campus goals. The report is dense, with many recommendations, some of which the committees believe need more information, background and context for full consideration. This complexity made it difficult for individual committees to respond in a systematic way to the proposed recommendations within the report, GC suggesting that the report seeks to address numerous goals and needs for different constituencies, some of which are complementary and reinforcing, and others that could be contradictory. Given the complexity and number of recommendations outlined in the report, I provide bundled committee responses for your detailed review. A summary of key issues to consider is below.

While committees were broadly supportive of the goal to expand summer activities, all committees expressed concern that regularizing summer quarter could become an actual or implied expectation, with some (GC, CIE, COT, CAAD) specifically noting that summer has traditionally been the "golden research time" for many faculty and students on campus.

GC notes that it is important for a full proposal to articulate more clearly the kinds of graduate student support that would be provided as part of the initiative, as well as the benefits for students. Council notes that there are different kinds of graduate student support, and that while summer TA and GSI positions can be very positive and beneficial for graduate students, the opportunity to teach in summer could be less appealing and provide marginal professional benefit at different times in a student's career and for different students. GC also was unsure about whether the 8% gained from retirement contribution exemption might be offset by the additional costs of enrolling in summer and thus be a net loss for students. Council was also concerned about the value for graduate students of "transcription" of summer TA/GSI work and suggested this might represent a union/labor issue, and so this needs further examination. GC suggests that students be directly polled about some of the benefits anticipated for graduate students resulting from this proposal, and suggests that more follow-up is needed on several topics and questions.

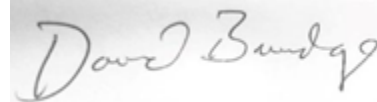
CCI and CEP note the lack of support for modifying existing GSI criteria for GSIs teaching undergraduate courses in summer session. CCI further expresses concern that program design should not rely on summer session courses. CEP expressed concern about affordability, and noted it would like to see specific information broken down by demographics (who is enrolling and receiving financial aid) for summer enrollment. CAAD also raised issues of equity, noting concern about services to support students during

summer (as did GC), and suggested that under-utilized summer housing might be provided at a discounted or free rate for students during summer. CAAD also raised the issue of barriers to faculty teaching in summer, and the need for incentives to support summer teaching.

CPB was direct in providing feedback about budgetary considerations, recommending that the working group present a budgetary plan about resource needs required for the activities presented, as well as potential sources to meet those needs. They further suggested the need for prioritization of activities and initiatives if all of the recommendations cannot be done at once. CPB suggests a lack of clarity over which recommendations/initiatives represent incremental modification and which may need additional resources to implement. CPB appreciates the magnitude of the task of the working group, citing that the report correctly calls out the challenges of treating summer session as separate from the academic year, yet any path that integrates summer session as a fourth quarter requires fundamental shifts in curricular and employment structures. CPB (along with CAAD) also suggests that the role of Teaching Professors be carefully examined, as they have equivalent research, teaching, and service commitments to Senate faculty and should not be considered as a means to teach a large number of students to increase revenue via tuition. CPB also suggests that the process for hiring summer Teaching Professors should be specified in the context of campus strategic FTE plans.

The Senate appreciates the opportunity to comment and requests that you re-submit a revised proposal that addresses a prioritized list of initiatives in context of resource needs and commitments.

Sincerely,



David Brundage, Chair  
Academic Senate

Enc: Senate Committee Responses (Bundled)

cc: Lori Kletzer, Campus Provost and Executive Vice Chancellor  
Monica Parikh, Director, Summer Session  
Kirsten Silva Gruesz, Chair, Committee on Affirmative Action and Diversity  
Yat Li, Chair, Chair, Committee on Courses of Instruction  
Tracy Larrabee, Chair, Committee on Educational Policy  
Jorge Hankamer, Chair, Committee on International Education  
Catherine Jones, Chair, Committee on Teaching  
Andy Fisher, Chair, Graduate Council  
Dard Neuman, Chair, Committee on Planning and Budget  
Matthew Mednick, Executive Director, Academic Senate

May 2, 2022

David Brundage, Chair  
Academic Senate, Santa Cruz Division

**Re: Summer Campus Initiative Executive Summary**

Dear David,

The Committee on Affirmative Action and Diversity (CAAD) has reviewed the Executive Summary for Summer Campus Initiative. There are many benefits to this proposal, including the enhanced Transfer Edge program and speeding time-to-degree, which could have an especially positive impact for students who are financially struggling. CAAD also supports surveying students regarding their summer session interests (p. 21).

CAAD sees several impacts on students and faculty that are overlooked in the report. First, the report notes that during summer, “students have more available time to engage in research, including academic research, field research, community-based research, and service learning” (p. 11). While true for some students, this is not true for all, particularly those who are responsible for out-of-school siblings/relatives during summer and/or students who work full-time in the summer to earn money for school. A push for online courses partly addresses the needs of students who are off-campus during summer, but it should not be assumed that students who cannot (afford to) be on campus during the summer will thrive in online courses or have time to take them. The easy equation of access, equity, and online teaching in the report (p. 4) should not be assumed, as CAAD has repeatedly noted.

Further, the committee is concerned about supporting on-campus students during summer, particularly under-represented and/or first-generation students, as summer staffing of student-facing offices is more limited, and orientation is not complete. For this reason, CAAD is hesitant to suggest that incoming frosh have a “summer start” (p. 24) in core courses. (“Bridge” courses seem like a better fit, though these would not be revenue-generating.)

The report focuses on “enhanc[ing] student success while generating additional revenue” (p. 1), and CAAD would like to see more attention on the former, particularly meeting the needs of unhoused students. As noted in the report, campus housing is under-used in the summer, and such housing can be provided at a discounted rate, or for free, to unhoused students (and to international students who stay in the United States during summer term). Also, it is well-known that UC Santa Cruz graduate students experience significant rent burden, and providing summer housing could support these students and be a recruiting tool for summer GSIs.

Barriers to faculty teaching during the summer are partly articulated in the report. CAAD appreciates the identification of summer as a “key time for research and creativity” (p. 29). Notably unaddressed are childcare obligations faculty face for out-of-school children and young adults during the summer. Any push for faculty teaching during summer must be accompanied by childcare for K-12 children, including the possible resurrection of Sammy Slug summer camp with waived fees for teaching faculty. Also, because Teaching Professors are Senate faculty who have research obligations that cannot be met during the year due to their teaching loads, it is not reasonable to expect them to teach in the summer (p. 30-31); summer

expectations and incentives should apply equally to all Senate faculty. Conversely, many Unit-18 faculty are wanting and needing summer funding, and CAAD supports the idea of providing Unit 18 lecturers “course development incentives” (p. 37).

For these reasons, while CAAD supports promoting summer session, making summer session a “standard” part of student and faculty experiences needs further exploration in relation to equity. And finally, to the list of quintessential “Santa Cruz” topics UCSC might offer courses on in the summer (surfing, sustainable agriculture, etc.), we would add the rich history of activism in Santa Cruz and at UC Santa Cruz.

Sincerely,



Kirsten Silva Gruesz, Chair  
Committee on Affirmative Action and Diversity

cc: Tracy Larrabee, Chair, Committee on Educational Policy  
Yat Li, Chair, Committee on Courses of Instruction  
Andrew Fisher, Chair, Graduate Council  
Jorge Hankamer, Chair, Committee on International Education  
Dard Neuman, Chair, Committee on Planning and Budget  
Catherine Jones, Chair, Committee on Teaching

May 2, 2022

David Brundage, Chair  
Academic Senate, Santa Cruz Division

**Re: Summer Campus Initiative Executive Summary**

Dear David,

The Committee on Courses of Instruction (CCI) has reviewed the Summer Campus Initiative Executive Summary. As the proposal spanned various topics, CCI has chosen to comment primarily on issues within their purview (proposed changes to online course approvals and summer Graduate Student Instructors approval procedure). Generally, CCI is concerned for increased faculty workload.

**Graduate Student Instructors (GSIs)**

CCI does not support modifying the existing CEP GSI criteria for the summer session. As with all GSI criteria, when an exception is warranted, course sponsoring agencies can request a waiver. Summer GSIs should meet current standards to teach and to supervise TAs and receive meaningful faculty mentorship. Summer appointments should not replace any academic year support or inhibit graduate progress to degree or ability to conduct summer research/writing.

CCI supports the suggestion that summer session provides compensation to GSI faculty mentors and inquires if guidelines regarding compensation for faculty mentors could be provided to make this process transparent.

CCI notes that program design should not rely on summer session courses. If there is a campus need for instructors to meet programmatic needs and address bottlenecks, the campus should fund FTEs, lecturers, and GSI positions during the academic year.

**Availability of online courses**

CCI looks forward to the report on Summer 2022 student success following the delegation of authority to approve modality changes to CSAs. CCI is hopeful this report will be available prior to summer session course approval in January.

Increasing online offerings does not necessarily translate to increased learning effectiveness. CCI advises that growth needs to attend to pedagogical quality and impact. The summer campus proposal does not address this. CCI asks for clarification regarding “student success,” which it seems to loosely define in terms of students’ ability to take more online courses to satisfy requirements, but does not indicate a means of measuring if students are doing well in those courses. The proposal seems to be propelled more by revenue generation than learning success. CCI recommends instructors developing online courses work with Online Education.

CCI would like more detail as to how additional online courses increase equity and would like clarification if the online offerings demonstrate increased access for UCSC students or students from outside UCSC? CCI members observed that online courses may improve access for some but not all students. CCI does support the past development of online orientation courses for incoming freshmen.

CCI suggests that student success could be bolstered by offering bottleneck courses during summer, despite low enrollment. Could Summer Session consider revising the current practice of collapsing a course with low enrollment in known bottleneck courses if the course was offered online?

### **Faculty Workload**

Members are concerned that the regularization of summer session may increase pressure on vulnerable faculty to teach summer session at the expense of their research. CCI is hopeful that steps will be taken to ensure instructors are supported.

Lastly, collaboration with CCI was absent from the section (BR4.4) on strengthening the connection between summer session and Academic Senate. CCI welcomes increased connection between summer session and the committee.

Thank you for the opportunity to opine on this important issue.

Sincerely,



Yat Li, Chair  
Committee on Courses of Instruction

cc: Tracy Larrabee, Chair, Committee on Educational Policy  
Andrew Fisher, Chair, Graduate Council  
Kirsten Silva Gruesz, Chair, Committee on Affirmative Action and Diversity  
Jorge Hankamer, Chair, Committee on International Education  
Dard Neuman, Chair, Committee on Planning and Budget  
Catherine Jones, Chair, Committee on Teaching

April 29, 2022

David Brundage, Chair  
Academic Senate, Santa Cruz Division

**Re: Final Report for Summer Campus Initiative**

Dear David,

The Committee on Educational Policy (CEP) has reviewed and discussed the Final Report for Summer Campus Initiative. The committee was a little confused about the specific questions posed for the committees to review and respond to. These are the comments as related to our committee's purview:

- S1: The committee has some hesitation about regularizing the summer quarter. We do see the benefits in providing an additional opportunity for students. The committee initially had some concerns about students on financial aid, but in a recent consultation with VPDUE Hughey, the committee was reassured that there have been recent efforts to provide aid for students that want to enroll in summer session. However, we would like to note that summer courses are a privilege that are not accessible for all students, especially for incoming freshmen, as they will not yet have the support of the university, and they will have little time to prepare. The committee would like to see specific demographic information about who is enrolling (on financial aid versus those that are not) to assess the affordability.
- S2: On November 4, 2021, CEP and CCI delegated mode of instruction to CSAs for 2022 summer session courses. We requested a report from VPDUE Hughey that details the financial and educational efficacy of the summer offerings by January 2023. CEP and CCI need to modify the deadline of January 2023 to November 2022 so that the committee has time to assess the data before the January 2023 deadline for summer 2023 summer session course review. We regret that this will not allow any analysis of performance in follow on courses, because that is the aspect of the report members were most interested in.
- Q1: CEP was unsure of who would be receiving the \$100 per credit incentive and where the funding would come from since departments already have limited resources.
- OP3 #4: The committee notes that the process for creating and reviewing UNEX UC Santa Cruz certificate programs is often laborious for departments that have been assigned to review them.
- BR 1.2: As referenced, the policy for GSI Teaching Appointment Policy and Criteria for undergraduate courses was recently revised. CEP and CCI do not intend to revise this policy and the [Faculty mentoring agreement](#) as the support especially for new GSIs is critical.

The committee thanks you the opportunity to opine on this important campus initiative.

Sincerely,

A handwritten signature in blue ink, appearing to read "Tracy Larrabee".

Tracy Larrabee, Chair  
Committee on Educational Policy

cc: Kirsten Silva Gruesz, Chair, Committee on Affirmative Action and Diversity  
Yat Li, Chair, Committee on Courses of Instruction  
Andrew Fisher, Chair, Graduate Council  
Jorge Hankamer, Chair, Committee on International Education  
Dard Neuman, Chair, Committee on Planning and Budget  
Catherine Jones, Chair, Committee on Teaching



April 29, 2022

David Brundage, Chair  
Academic Senate

**RE: Review of Final Report for the Summer Campus Initiative**

Dear David,

The Committee on International Education (CIE) has reviewed the “Final Report for the Summer Campus Initiative” transmitted by VPDUE Hughey.

The proposal to “regularize” summer quarter was generally well received, with the caveat that there be no *expectation* of summer teaching by research active faculty. Making summer teaching an option for faculty members is fine, but this should not evolve into an expectation that summer quarter is just like all other quarters. The “golden research time” of summer is critical for faculty, graduate students and undergraduate students to deeply engage in focused research without interruption, which is critical for research productivity, successful garnering of grant funding, and publication. It was also noted that burnout can occur for students and faculty if all four quarters of the year were to be considered equal. Allowing students to move forward in their progress to degree by electing to take courses in the summer is admirable, but this should not be expected nor required of all students and faculty. Required undergraduate courses should not be scheduled that can only be taken during the summer, as students have varied obligations as well as other opportunities outside of attending a regular academic term which might make summer studies inappropriate.

CIE appreciates the opportunity to comment on this proposal.

Sincerely,



Jorge Hankamer, Chair  
Committee on International Education

cc: CAAD Chair Silva Gruesz  
CCI Chair Li  
CEP Chair Larrabee  
CPB Chair Neuman  
COT Chair Jones  
Graduate Council Chair Fisher

May 2, 2022

David Brundage, Chair  
Academic Senate

**RE: Summer Session Campus Initiative Executive Summary**

Dear David,

The Committee on Teaching (COT) has reviewed the Summer Sessions Campus Initiative Executive Summary and appreciates the invitation to provide feedback. In the absence of specific questions or initiatives on which you are seeking comment, COT can respond with only some general feedback. If there are specific actions or proposals you wish to call our attention to for specific response it would be helpful to have that highlighted in future calls for comment.

COT applauds the effort to improve our Summer Session offerings to help them better support student success and provide meaningful support for instructors and students. We recognize that the administrative steps toward advancing this overarching objective are very complex. In our feedback on the four “strategic items” the report foregrounds we have sought to highlight questions to consider as you move toward specific policy proposals.

**S1 Regularize summer quarter throughout campus communications, processes, and approaches, including (a) student advising and planning; (b) curricular and faculty planning; (c) internal and external communications.**

COT appreciates the broad objective of developing stronger advising and curricular planning processes to help students evaluate the potential value of summer session courses in their degree planning.

- In order to advance this objective, we think it will be very important to clarify how financial aid works for students during summer session in order to ensure that students do not incur increased or unanticipated costs. Transparency is essential both to enable students to plan effectively and to ensure students have equitable access to summer courses, especially if such courses are expected to be central to curricular planning.
- We also encourage any proposals for policy changes to address the increased labor burden on advising and departmental staff. Providing support, compensation, and clear pathways for recognition of staff efforts to support these objectives in personnel actions will be vital to success.
- Similarly, the suggestion that “departments, colleges, and their faculty should plan full-years of instruction” raises the possibility of increased expectation that instructors and ladder rank faculty take on more summer teaching, which would necessarily take away from time for research. Helping develop ways for faculty who take on additional teaching or administrative responsibilities to support these objectives without undermining their prospects for promotion will be important for successful implementation. It will also be important to clarify the implications of such a shift for graduate curriculum and graduate students’ funding.

- If departments are to take on a larger role in summer session curricular planning it will be important to clarify lines of authority over course offerings, size of classes, etc. We would also welcome clarification of the relationship between this objective and the call to “create courses related to Santa Cruz cultural strengths.”
- **“Quick Win 1” \$100 credit incentive.** COT sees a need for more clarification about this incentive (who’s eligible, how it would be dispersed, etc.) If it is designed to address the ongoing problem of providing adequate mentorship for GSI’s engaged in summer instruction, it appears inadequate to the task. In the longer term, if summer session will rely extensively on GSIs to staff summer courses, developing more robust systems of mentorship and compensation for faculty summer labor will be important. Providing specific training (perhaps through CITL and Online Education) for GSI’s who are developing online courses in order to ensure high quality instruction would be particularly valuable. It would also be helpful to investigate the implications for international graduate students (e.g., might there be ways for them to live overseas while working as instructors?) The graduate student union may have valuable insights on these questions as well.

### **S2 Continue strategic development of summer online courses, including gap analysis and faculty incentives**

COT recognizes the value of thoughtfully constructed online courses as part of UC Santa Cruz curricular offerings, and appreciates its particular potential value in summer courses. Nevertheless, we are wary of the idea that online courses necessarily provide equitable access. In order to fully realize the suggestion in the report that “access is the foundation of equity” it will be essential to provide meaningful support (perhaps through Online Education and CITL) to ensure the development of high-quality online offerings. The past two years have demonstrated that equitable access to online courses for students requires understanding the resources (e.g., internet access, hardware, etc.) they need and their availability where they are. It also requires clear expectations about and support for meaningful engagement in course activities. If summer session is to become a more integrated part of the curriculum it will be worthwhile to investigate ways to evaluate student success in summer courses and its relations to patterns in other quarters.

### **S3 Increase participation in Transfer Edge to speed time to degree**

COT is in broad support of the objective to develop and refine summer session in ways that support transfer students’ successful integration into the campus and degree progress. We affirm the report’s suggestion that close collaboration with Financial Aid and Scholarships will be important to achieve this objective. Finding ways to address the expanded advising labor associated with this objective also seems vital.

### **S4 Establish a small taskforce to create/reconsider the budget/expense/incentive model in support of a core vision of summer**

COT finds that the report identifies some key barriers to success in this section. The budget model does indeed seem to loom over everything. There is mention of incentives for senate faculty and GSI instructors; could incentives for lecturers also be developed?

Sincerely,

A handwritten signature in blue ink that reads "Catherine A. Jones". The signature is written in a cursive style with a large initial 'C'.

Catherine Jones, Chair  
Committee on Teaching

cc: Kirsten Silva Gruesz, Chair, Committee on Affirmative Action and Diversity  
Tracy Larrabee, Chair, Committee on Educational Policy  
Yat Li, Chair, Committee on Courses of Instruction  
Andrew Fisher, Chair, Graduate Council  
Jorge Hankamer, Chair, Committee on International Education  
Dard Neuman, Chair, Committee on Planning and Budget

May 2, 2022

David Brundage, Chair  
Academic Senate

**RE: Review of Final Report for the Summer Campus Initiative**

Dear David,

At its meeting of April 7, 2022, the Committee on Planning and Budget (CPB) reviewed the Final Report for the Summer Campus Initiative. CPB appreciated the work and imagination of the working group. The report advances strategies for promoting, strengthening, and growing summer programs, as a means of supporting campus priority goals.

CPB finds the immediate administrative and procedural recommendations (labeled OP1-OP4) to be about broader goals which are relatively well considered. However, CPB has questions about resources and priorities.

- 1) **Resources:** CPB recommends the working group present a budgetary plan about resource needs (space, staff, and money) required to carry these activities out, as well as potential sources (from the center, from extramural funds).
- 2) **Priorities:** CPB recommends the working group prioritize activities and initiatives if all cannot be done at once. Which activities can be done immediately with available resources and which ones might require additional support? Overall, these are incremental modifications to the existing summer instruction which do not require major organizational changes, but which may need additional resources to implement.

CPB finds the second body of recommendations (labeled BR1-BR4) to be more problematic as they raise significant questions around planning, governance, and indeed the entire orientation of the campus. On the one hand, the report correctly calls out the challenges of treating summer sessions as separate from the academic year. On the other hand, any path that integrates summer session as a fourth quarter would require fundamental shifts in curricular and employment structures (as faculty are not contracted for summer work). As such, the report enacts the very problem it identifies as needing to be solved: with summer session being separated from the regular business of the campus so too are the processes and recommendations: the suggestions for courses, for example, seemed out of touch from the very bodies (departments and programs and their faculty) that would present courses and their relationship to curricula.

Regarding the calls to recruit additional instructors for Summer Session, CPB has the following observations:

1. **Summer Teaching Professors:** CPB has two concerns about the proposal to hire Teaching Professors with explicit summer teaching responsibilities (Recommendation BR 1.3a).
  - a. Teaching Professors are senate faculty with equivalent research, teaching and service responsibilities as ladder faculty: they should not be imagined as a way to teach large numbers of students in order to increase revenue via tuition.
  - b. The process for hiring of “summer Teaching Professors” has not been specified and runs the risk of taking place outside of shared governance. Rather, the hiring of additional teaching faculty should take place in the context of campus strategic FTE plans.
2. **GSI support and GSI mentorship:**

- a. CPB appreciates the consideration of graduate student professionalization (as GSIs) and suggests that graduate student success should also be emphasized and specified.
  - b. CPB supports the creation of a compensation mechanism for faculty supervising summer GSI's, as this is additional labor on faculty who have other research obligations in the summer. The additional course releases and sabbatical credits for summer teaching by faculty BR 1.3b and BR1.3c seem helpful ways of attracting ladder to teach in the summer.
3. **Combined full year appointments:** BR 1.4 calls for the need to "Standardize summer as a significant aspect of faculty and curricular planning". Developing mechanisms for 'combined full year appointments' requires higher level strategic planning that is driven by campus goals, rather than by the Summer Campus Initiative in isolation.

Overall, CPB appreciates the work of the Summer Campus Initiative working group. **CPB expects that any change to summer session would provide opportunities and incentivize faculty and graduate students, but not pressure or create the expectation to participate.** CPB urges that the second group of recommendations requires serious additional thought, with input from CPB, GC, CEP, faculty, and other stakeholders.

Sincerely,



Dard Neuman, Chair  
Committee on Planning and Budget

cc: CAAD Chair Silva Griesz  
CCI Chair Li  
CEP Chair Larrabee  
CIE Chair Hankamer  
COT Chair Jones  
Graduate Council Chair Fisher

May 2, 2022

David Brundage, Chair  
Academic Senate

**RE: Review of Final Report for the Summer Campus Initiative**

Dear David,

Graduate Council had extensive discussion regarding the Summer Campus Initiative (SCI). We reviewed the "Summer Campus Initiative Executive Summary" (February 2022), with cover letter from Dean Agarwal and Vice Provost and Dean Hughey, and a document titled, "VPDUE.Notes\_Summer enrollment options discussion," separately provided by VPDUE Hughey to then-GC Chair Lissa Caldwell, which highlighted topics particularly related to graduate students and programs. Council also consulted with VPDUE Hughey (4/14/22) for clarification of several topics related to the SCI. In the rest of this memo, we highlight our understanding of some of the ways in which the SCI could impact graduate students and programs across the UCSC campus, and urge follow up on several topics and questions.

**Overarching considerations:**

The SCI is complicated for many reasons, in particular because it seeks to address numerous goals and needs for different constituencies. Some of the goals are complementary and reinforcing, whereas others could be contradictory (depending on how they are handled, managed, mandated). As a result, it is difficult to assess if some aspects of the proposal would likely be beneficial and/or create burdens for graduate students, programs, and associated faculty and staff. In general, Council agrees that the opportunity to offer more courses in the summer could benefit some graduate students and programs, but the nature of impacts (both positive and negative) will depend on specific factors. For example, some faculty and graduate students would welcome the chance to shift part of their current academic-year work to the summer quarter, in exchange for more free time during the academic year. Perhaps the most fundamental question is the extent to which the suggested expansion of summer activities at UCSC would result in requirements or mandates (actual or implied) versus optional opportunities for students, faculty, and staff. Many campus personnel have built schedules of teaching, research, and service activities around a 9-month academic calendar, and for them, the shift to incorporate summer quarter would be disruptive or even harmful. There is concern on Council that opening up the summer quarter to more regular academic activities could result in directives that some of these activities be shifted in ways that are detrimental, and that pressure would be applied for graduate students and their faculty mentors to make undesired schedule shifts. To be clear: even if participation in the SCI were proposed to be "optional," we all know that pressure is often applied to faculty and students to be "team players" or otherwise make sacrifices for the greater good. In order for the SCI to be broadly embraced, it must be emphasized repeatedly and emphatically that participation in summer quarter activities would be optional and graduate students and faculty will not be penalized if they elect to remain focused on the conventional 9-month academic calendar, with summer left for research, rumination, reading, contemplation, and general recharging of ideas and gumption. Thus it is essential that the CSI be developed to ensure that there will not be unrealistic expectations or "expectation creep" over time.

**Not all Graduate Summer Support is Equal:**

There is a tendency in SCI documents (as in other documents that have come before Council recently) to emphasize "graduate student support" in ways that elide critical differences in the nature of this support (source, amount, expectations). It is important for a full proposal for the SCI to articulate these differences and be specific in explaining what kind(s) of support would be provided as part of the initiative, from what sources, and with what expectations. More specifically, Council notes these essential distinctions:

- **Fellowship** is the gold standard for graduate support. We expect that a poll of graduate students and faculty would indicate a clear preference for support that requires no *quid pro quo* distinct from graduate research/creative goals, other than their advancing thesis and degree objectives above all other priorities. Perhaps this seems so axiomatic that it does not seem to need repeating, but it is critical to recognize that this is the most profound and fundamental need for UCSC graduate students: pay them to be students.

- **Graduate student researcher (GSR)** positions can be as valuable as fellowship support, but there are important caveats. GSR support is difficult to secure in many disciplines, particularly those that lack major federal funding sources, even in STEM fields. In some departments, graduate students commonly receive GSR support in summer, but this is often highly variable by lab and year. Competitive funding is increasingly difficult to secure in essentially all research and creative areas. Some GSR support is at a 50% level, whereas it is well known that a student living in Santa Cruz needs 100% summer support (along with 50% support throughout the academic year) to have any hope of covering actual living expenses. Some summer GSRs pay <50%. Again, this is highly variable by program, PI, over time, etc. Also, some GSRs support students as they advance their individual research/degree goals, but other GSR positions support students in exchange for work that is adjacent to, or disconnected from, their research/creative goals. These GSRs can still be useful and helpful, of course, but a summer GSR that places non-degree-goal requirements on graduate students creates additional burdens. Graduate students are subject to burnout just like faculty and career researchers. A summer GSR who has been a TA/GSR for the three preceding quarters may need free time/down time in order to be most productive as a student and researcher. In general, summer GSRs are beneficial, but we do need to be careful as much depends on specific situations.

- **Summer TA positions and GSI** positions could be useful for graduate students, both to earn money (by providing a summer job) and in some cases by helping to provide professional training. Some students seek to advance careers in teaching and the opportunity to TA or be a GSI in summer could be useful and good to have on a CV/resume. But we must be careful: Many graduate students who are most likely to move towards a career in teaching could be a TA (or perhaps a GSI) in 2/3 or 3/3 academic quarters. For a PhD student taking 5 years to complete a degree, this could comprise up to 15 academic quarters of professional development in teaching. One can imagine conditions under which a graduate student who wants to get more teaching experience and has not had sufficient opportunity during the regular academic year to do so might welcome a quarter or two of TA/GSI in summer. But we expect that for many more graduate students who are already stressed with high teaching loads throughout the academic year, the opportunity to teach more in summer will be less appealing and provide marginal professional benefit. Might this be better than not having any summer job and income? Could be; this will depend on particulars, including course taught, pay rate, employment options, cost of living in alternative locations, etc. And just because something is "better than nothing" does not mean it is desirable. It would help to see an objective survey of current graduate students to get a sense of "demand" from the graduate student side for more TA/GSI opportunities in summer, and understand better the distribution of these responses among departments and graduate student level (first year, fifth year, etc).

### **Conflation, Complexity, and Confusion of Goals:**

The SCI concept is presented as addressing numerous complementary or linked goals and priorities. Council agrees that this should be possible in some cases. But in other cases, there is a curious complexity embedded in this approach. For example, Council understands that graduate students who are employed in the summer are tithed ~8% for retirement that is removed from take-home pay, never to be recovered, because students are not registered as students in the summer. One proposed solution in the SCI documents is to have graduate students enroll in summer, retaining student status and avoiding paycheck deductions. However, graduate students enrolled in summer would be responsible for paying fees that are far in excess of 8% of salary. This would clearly be a net loss for students unless either (a) UCSC paid these fees, or (b) fees were charged to research grants, contracts, or other funding sources. But either of these solutions results in a (large) net loss of resources that could otherwise be directed to the fellowship block or to support graduate salaries and research. The only way in which accounting for this would show a positive balance would be if (a) there were a large increase in net revenue as a consequence of the SCI, and (b) a significant percentage



of *new (net) funding* were earmarked as being directed to cover fee costs. But even then, Council wonders if paying fees is considered to be more valuable than supporting fellowships, travel, or other graduate student expenses. Allocating more external funds towards supporting summer tuition also comes at great cost – fees in a quarter are equivalent to ~50% GSR salary support. The most efficient way to make up for the 8% loss of take-home pay is for UCSC to raise summer salaries for TAs, GSRs and others in summer by 8%. Similarly, while the goal of "transcription" of summer TA/GSI activity might be beneficial in some cases (we suspect it would be a minority of cases), there is virtual certainty that this would run into problems with unions/contracts for represented workers. This is not a trivial issue, and it is likely to be compounded if GSRs secure union representation as well. Council is similarly concerned with a system that encourages faculty to serve in summer as GSI mentors by directing unrestricted funds to departments rather than paying these funds directly to the faculty mentors, GSIs, or perhaps the graduate fellowship block. The faculty and students that seem to be the most likely to benefit from these modest payments are those for whom external fundraising is most difficult, which is likely to be part of the reason these individuals are motivated to take on these additional summer tasks. It seems more equitable for those who engage in these desired CSI activities should see some of the benefits of incentive payments more directly.

### **Summer Services:**

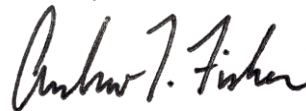
To the extent that the SCI expands the nature and scope of summer activities, there will be a need to expand a variety of essential services that graduate students and their mentors will require. These include dining, health care, DRC, library, IT and other support. It seems like the only practical approach to addressing these needs will be to set aside a significant fraction of *new (net) funding* generated by the SCI so that essential services are covered in full. That is fine, but it leaves less new funding available for other uses.

Graduate Council has additional concerns, some of which are related to those above:

- How will faculty mentoring of GSIs in summer be accounted for during personnel actions? How will this mentoring be compared to supervision of MS/MA/PhD students as part of their research/degrees?
- How many graduate students are currently "hindered" by their inability to earn summer credits, and why can't these students just register for research credits or independent study if this is required?
- How many graduate students perceive that they would benefit from "transcription" of their summer TA/GSI work, as opposed to having a strong and detailed letter of support from their supervisor/mentor?
- Would having more TA/GSI summer positions help to reduce nominal time-to-degree if students are focused ostensibly on teaching activities as opposed to advancing their degree goals?
- What will it mean for the broader reputation of UCSC if a greater fraction of courses are taught with GSIs? Does UCSC have a target in mind for what fraction of courses should be taught by tenure-track faculty, lecturers, and GSIs? How will UCSC evaluate and maintain quality as the fraction of courses taught by GSIs increases?

Graduate Council appreciates the opportunity to comment on the Summer Campus Initiative. We see considerable benefits that could result from enhanced flexibility for graduate students and faculty to extend activities into the summer. Council also sees significant challenges and risks in developing and implementing the SCI, and suggests that careful work is needed to explain expectations, justify how funding would be accounted and used, and avoid unintended negative consequences for graduate students and programs that are directly involved and for the campus as a whole.

Sincerely,



Andrew T. Fisher, Chair  
Graduate Council

cc: CAAD Chair Silva Guesz  
CCI Chair Li  
CEP Chair Larrabee  
CIE Chair Hankamer  
CPB Chair Neuman  
COT Chair Jones