June 30, 2023

CYNTHIA LARIVE
Chancellor

RE: Leading the Change Strategic Plan Reports - Second Stage Review

Dear Cindy,

The Academic Senate has engaged in a review of the Leading the Change Strategic Plan (LTC) draft mission and vision statements and committee reports. As most committees responded to specific reports related to their purview, we have provided the following table to aid in communicating Senate responses directly to the relevant groups.

Three committees additionally offered general comments not related to a specific report. CAP recommends that an *Implementation Committee* be established to plan and assist in the execution of the goals proposed in Leading the Change Strategic Plan Reports. CDF supports the theme of breaking down divisional silos which is mentioned in several reports. COT found it difficult to identify the overall priorities and common themes that span the committees' recommendations. COT suggests that articulating central themes could serve as a guide for implementation. COT recommends that action plans resulting from the Leading the Change Strategic Plan Reports consider the Governor's Compact and the university's plans to respond to its imperatives.

The following Senate committees have responded to your invitation to provide feedback, and this cover letter is intended to assist LTC leadership and the subcommittees identify the memos which speak most to their areas of inquiry.

Responding Committees:

Draft Report and Recommendations of the Unparalleled Undergraduate Education
and Student Experience Committee

The following committee responses offer specific feedback on the LTC report which contemplates the future of UCSC's undergraduate mission and student experience:
CAF, CAFA, CCA, CEP, CFRL, CFW, CIE, COR, CPB, COT, and CRJE.

Envisioning Graduate Education for the Future

The following committee responses offer specific feedback on the LTC report related to the campus' graduate enterprise:
CAF, CCA, CDF, CFW, CIE, COR, CPB, COT, and GC.

Distinction in Research and Scholarly Activities Committee

The following committee responses offer specific feedback on the LTC report on UCSC's present and future research distinction in scholarly activity:
CAF, CCA, CDF, CFRL, CFW, COLASC, CPB, and COR.

Inclusive & Thriving Campus Community Committee (ITCC)

The following committee responses offer specific feedback on the LTC report that identifies strategies for maintaining and strengthening our campus community:
CAAD, CAFA, CCA, CDF, CFW, CPB, and COT.

Climate Change, Sustainability and Resilience Committee

The following committee responses offer specific feedback on the LTC report related to climate change, sustainability and resilience:
CFW, CPB, and COT.

The Senate appreciates the opportunity to provide input on this critical visioning process which will impact the campus' resources, shape, priorities and reputation for years to come. We hope that the feedback of our committees is useful to the subcommittee chairs and membership as the planning process is completed.

Sincerely,

P. Gallagher

Patty Gallagher, Chair
Academic Senate

encl: Senate Committee Responses bundle

cc: Lori Kletzer, Campus Provost and Executive Vice Chancellor
       Christina Armstrong, Special Advisor and Director of Strategic Initiatives
       Senate Committee Chairs
       Matthew Mednick, Executive Director, Academic Senate

June 16, 2023

Patty Gallagher, Chair
Academic Senate

Re: Leading the Change Strategic Academic Committee Reports

Dear Patty,

The Committee on Affirmative Action and Diversity (CAAD) has reviewed the Leading the Change draft reports. Our comments are focused only on the Inclusive & Thriving Campus Community (ITCC) and are the following:
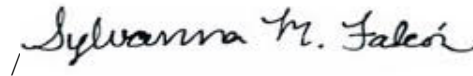
First, we wondered why CAAD was neither listed as a key constituency for the ITCC committee, nor was our representative on the committee, Yat Li, acknowledged as affiliated with CAAD. Although the report acknowledged gaps in representation on the ITCC committee, key campus groups at the center of inclusion efforts on campus, such as Latin American and Latino Studies (LALS) and Hispanic Serving Institute (HSI) campus office, were notably absent. Were they asked to participate? The committee was also concerned about the effectiveness of strategic planning efforts being led by individuals who are just becoming acquainted with the campus and therefore lack institutional knowledge and history. Further, who will be responsible for implementing and accounting for these activities?

In general, we found that the goals outlined for each of the ITCC charges were quite lofty and expansive such that it is hard to imagine how they would be put into action. Rather than offering concrete details for increasing equity and inclusion, the report identified abstract goals such as "center inclusivity in building relations with marginalized communities," "increase the recruitment and retention of underrepresented faculty and staff" and "improve coordination of DEI expectations and opportunities." These kinds of goals represent important values in diversity and inclusion efforts rather than a detailed strategic action plan. One example of a concrete step to improve communication flows and take stock of DEI efforts on campus would be to construct an organizational flow chart that clearly outlines relationships and responsibilities across DEI groups on campus. This chart could provide a brief description of the organizations' activities and serve as a contact list of resources. Communication channels for equity efforts should be institutionalized, remaining constant even as personnel rotate through various roles (e.g., fea@ucsc.edu) so that there would be a clear and stable infrastructure for navigating and attending to various equity issues.

While we commend the committee for all the effort invested in the process, we agree with the committee that there did not seem to be enough time to flesh out the ideas and implement a strong survey questionnaire to effectively draw conclusions about needs and gaps on campus. The survey was just five questions to mitigate survey fatigue and therefore not comprehensive enough. It also lacked open-ended questions that could help us better understand people's experiences, core issues, and where we as a campus might intervene. We also noted the low student response rate to the survey and a lack of integration between survey findings regarding equity issues, such as support for basic needs, accessibility and safety, and the goals outlined in the report.

CAAD looks forward to understanding better who will be responsible for implementing and accounting for these activities. We applaud the overall aspirations of the ITCC report, and were pleased to see an emphasis on using and building on research-based best practices in equity endeavors.

Sincerely,

Sylvanna Falcón, Chair
Committee on Affirmative Action and Diversity

cc: Matthew Mednick, Director, Academic Senate

June 30, 2023

PATTY GALLAGHER, Chair
Academic Senate, Santa Cruz Division

Re: Strategic Planning

Dear Patty,

During its meeting of May 22, 2023, the Committee on Academic Freedom (CAF) discussed the reports of the Strategic Plan subcommittees. We appreciate the opportunity to comment and are encouraged by the proposals that are being advanced. We have the following observations and concerns.

First, we are encouraged by the desire to adapt the merit review process to encourage risk taking and enable the recognition of new forms of scholarship by faculty members. In particular, we find exciting the emphasis on valuing faculty research for which it may be difficult to obtain funding. We are also happy to see the development of new opportunities for undergraduates to get credit for internships. Committee members also strongly support the call to eliminate non-resident tuition (NRT) for international graduate students. We are also pleased to see an emphasis on making campus more lively.

We do, however, have some concerns about how these plans will impact the campus. There is no mention of new classroom infrastructure. The scheduling of large classes is already very difficult and smaller class size is important to student success. We are also eager to see how new forms of academic planning will interact with existing policy like space management policy. The reports discuss campus planning without discussing the creation of spaces and adequate teaching facilities. For example, the living room idea takes up space that is already in short supply.

The campus is also already experiencing issues with funding existing graduate students and providing continuing support so that programs can maintain their current size. We wonder how the creation of new programs is going to impact the campus when funding for existing programs is already insufficient. Committee members were also concerned about the creation of new programs for which there may be no demand or few employment opportunities for graduates.

Finally, committee members wanted to emphasize that it is important for programs to retain freedom over instructional modality. Members voiced concerns about new expectations that may arise around the creation of online professional master's programs.

Sincerely
/s/
Roger Schoenman, Chair
Committee on Academic Freedom

cc: Kirsten Silva Gruesz, Chair, Committee on Affirmative Action and Diversity (CAAD)
Laura Giuliano, Chair, Committee on Admissions and Financial Aid (CAFA)
Stefano Profumo, Chair, Committee on Academic Personnel (CAP)
Steven Ritz, Chair, Committee on Career Advising (CCA)
David Harrison, Chair, Committee on Courses of Instruction (CCI)
Karen Holl, Chair, Committee on Development and Fundraising (CDF)
David Cuthbert, Chair, Committee on Educational Policy (CEP)
Judith Habicht-Mauche, Chair, Committee on Emeriti Relations (CER)
Barbara Rogoff, Chair, Committee on Faculty Research Lecture (CFRL)
Alexander Sher, Chair, Committee on Faculty Welfare (CFW)
Kent Eaton, Chair, Committee on International Education (CIE)
Peter Alvaro, Chair, Committee on Information Technology (CIT)
Abraham Stone, Chair, Committee on Library and Scholarly Communication (COLASC)
Michael Hance, Chair, Committee on Research (COR)
Catherine Jones, Chair, Committee on Teaching (COT)
Dard Neuman, Chair, Committee on Planning and Budget (CPB)
Onuttom Narayan, Chair, Committee on Privilege and Tenure (CPT)
Eleonora Pasotti, Chair, Committee on Rules, Jurisdiction, and Elections (CRJE)
Andy Fisher, Chair, Graduate Council (GC)

June 20, 2023

PATTY GALLAGHER, Chair
Academic Senate, Santa Cruz Division

Re: Strategic Planning

Dear Patty,

During its meeting of May 31, 2023, the Committee on Admissions and Financial Aid (CAFA) reviewed the draft mission and vision statements and draft reports of the five Leading the Change strategic planning committees. Given the nature of CAFA's work, our discussion focused on the recommendations of the committees on "Unparalleled Undergraduate Education and Student Experience" and "Inclusive and Thriving Campus Community (ITCC)." CAFA is grateful to the committee members for their work and supports the goals laid out in the reports. Below we offer some suggestions regarding strategies to achieve those goals.

First, to support the general goals of student success and a student-centered learning experience—and to better serve Goal 3 of improved opportunities for experiential learning—the report on "Unparalleled Undergraduate Education and Student Experience" should consider the potential benefits of allocating resources more equitably across divisions, majors, and programs. Unequal growth in student demand has led to very high ratios of students to faculty and advisors in some majors. In the case of Computer Science, impaction has forced admissions to be more selective in this major and to deny some of the most promising applicants in the overall pool. In other under-resourced departments, large class sizes and advising workloads create barriers to the timely completion of major requirements and contribute to lower retention and delays in graduation. As the university continues to grow, the direction of this growth must be more responsive to changes in applicant demand. This would improve the student experience by increasing the numbers of students who are able to enroll in and complete the majors of their choice. It would also facilitate mentorship, research and experiential learning opportunities (Goal 3) as well as improved communication structures to support internships and other experiential educational activities (Goal 2).

The ITCC report begins by asking "what tangible, actionable steps can we take" to help close equity gaps. The report contains many good suggestions but could devote more attention to closing gaps in student success (e.g., graduation rates). CAFA's perspective on equity gaps is shaped by data on recent UC Santa Cruz applicants and the variation in academic preparation that exists before students arrive on campus. Because of the large disparities in educational opportunities across applicants from different backgrounds, CAFA achieves our goals related to equitable consideration in part by considering applicants' achievements within the local context of their high schools and communities. But while achievement in one's local context can indicate strong

potential, students from under-resourced high schools may need to acquire additional tools and skill sets to succeed at UC Santa Cruz. These can be learned in courses through known pedagogical practices and a well-structured syllabus. However, faculty with high student to teacher ratios do not have the capacity to undertake these efforts. Additional support is especially important in science, technology, engineering, and math (STEM) and other quantitative majors where gaps in academic preparation are the largest and the ratios of faculty and staff to students are the lowest. Data collected through the admission process could be combined with data on majors and used to target resources to the programs that would benefit the most students.

CAFA also noted that a discussion of strategies for growth in high-demand fields and for closing equity gaps in four-year graduation would help to align UC Santa Cruz's strategic plan with the UC's 2022 multi-year compact with the State that was recently disseminated to the Senate Executive Committee (SEC). In particular, two of the compact's six broad goals for which campus efforts seem critical are: "Supporting workforce preparedness and high-demand career pipelines, including prioritizing enrollment growth and increasing the number of degrees awarded in certain disciplines" and "Improving student success and advancing equity, including increasing graduation rates and eliminating gaps in graduation rates between different student populations consistent with the University's own multi-year framework, UC 2030."

Finally, CAFA members briefly reflected on other strategies to improve the student experience and commented that they are more likely to succeed if they are holistic; they should consider not only space for students on campus but also how students spend their time on campus. The campus could provide more activities (music, movies, intramural sports, etc.) in addition to better facilities for food, sports, entertainment, etc..

CAFA members also noted that the regular presence of faculty and staff on campus can also affect the student experience, and this in turn may be discouraged by lack of communal spaces and places to eat in addition to the high costs of housing and commuting. We conclude by noting when inadequate housing and high costs of transportation prevent students from spending time on campus, questions about how students spend their time on campus are rendered moot. Housing is perhaps the most critical issue for an unparalleled student experience. But again, it should be stressed that these are critical issues for the entire UC Santa Cruz community, including undergraduates, graduate students, staff, and faculty.

Sincerely
/s/
Laura Giuliano, Chair
Committee on Admissions and Financial Aid

cc: Kirsten Silva Gruesz, Chair, Committee on Affirmative Action and Diversity (CAAD)
Roger Schoenman, Chair, Committee on Academic Freedom (CAF)
Stefano Profumo, Chair, Committee on Academic Personnel (CAP)
Steven Ritz, Chair, Committee on Career Advising (CCA)
David Harrison, Chair, Committee on Courses of Instruction (CCI)
Karen Holl, Chair, Committee on Development and Fundraising (CDF)
David Cuthbert, Chair, Committee on Educational Policy (CEP)
Judith Habicht-Mauche, Chair, Committee on Emeriti Relations (CER)
Barbara Rogoff, Chair, Committee on Faculty Research Lecture (CFRL)
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Michael Hance, Chair, Committee on Research (COR)
Catherine Jones, Chair, Committee on Teaching (COT)
Dard Neuman, Chair, Committee on Planning and Budget (CPB)
Onuttom Narayan, Chair, Committee on Privilege and Tenure (CPT)
Eleonora Pasotti, Chair, Committee on Rules, Jurisdiction, and Elections (CRJE)
Andy Fisher, Chair, Graduate Council (GC)

June 26, 2023

Patty Gallagher, Chair
Academic Senate

Re: Leading the Change Strategic Plan Reports

Dear Patty,

During its meeting of June 15, 2023, the Committee on Academic Personnel (CAP) discussed the draft mission, vision statements, and Strategic Plan committee reports.

CAP strongly encourages the formation of an "Implementation committee" on efforts and costs; CAP members noted how many of the listed activities and plans have been circulated and articulated several times in the past, and that for these recommendations to be realistically assessed, the campus needs an implementation plan with precise cost estimates, effort appraisals, and prioritizations.

Thank you for the opportunity to opine.

Sincerely,

Stefano Profumo, Chair
Committee on Academic Personnel

cc: Matthew Mednick, Executive Director, Academic Senate

June 16, 2023

Patty Gallagher, Chair
Academic Senate

Re: Leading the Change: UCSC Strategic Planning draft

Dear Patty,

The Committee on Career Advising (CCA) has reviewed the Leading the Change: UCSC Strategic Planning draft, which is obviously the result of hard work by many people.

The main points relevant to CCA are mostly contained in the report of the Distinction in Research and Scholarly Activities Committee. We offer the following comments and suggestions:

- The diversity and academic health of faculty, staff, and students are buried in Goal 5 of the Distinctions in Research and Scholarly Activities Committee report. Perhaps this could be elevated to an overall principle in the Mission statement.
- Comments on Goal 7 (pp 77-79 of the pdf), Revise the Merit Review Process:
  - Streamlining of the merit review process would likely be welcomed by early career faculty. Questions during regular CCA workshops on preparing for merit review and the path to tenure, as well as individual interactions in our faculty mentoring program, suggest that early career faculty find aspects of the processes to be inscrutable. However, the details of the streamlining will matter, and CCA looks forward to being part of the conversation about those details.
- The word, justice, appears on more than 30 pages, and sometimes more than 10 times on a single page. Overuse of a term that means different things to different readers reduces the effectiveness of the narrative. Furthermore, CCA is concerned that, without clear definitions in the context of each use along with clearly recommended actions and measures of success, new faculty members might be uncertain about how they will be evaluated relative to these goals.
- The Emerging Themes 'infographics' in the Graduate Education Committee report do not present carefully considered summaries. Such feedback is extremely valuable, but the report might better be served by highlighting thoughtful summaries of the feedback, with the quotations included in an appendix.
- The executive summary and the excellent report from the Inclusive and Thriving Campus Community do not mention the core value of being a community that respects a full range of thoughtful opinion and honest discourse, including by guest speakers, even if they challenge prevailing views. Rather than taking the value of free speech for granted,

CCA suggests it is important for new faculty – and all members of our campus community – to know what kind of supportive environment they are in.

- The report on Undergraduate Student Experience does not provide details regarding actionable reporting structures to support students who are struggling academically. (We are aware separately of some efforts within the divisions.) These support structures would include robust advising and open communication channels between faculty and students' college advisors. As a side note, CCA members remarked that College advisors also need support for purposes of retention.

CCA appreciates the opportunity to give this feedback on this tremendous effort.

Sincerely,

Steve Ritz, Chair
Committee on Career Advising

June 20, 2023

PATTY GALLAGHER, Chair
Academic Senate, Santa Cruz Division

Re: Strategic Planning

Dear Patty,

The Senate Committee on Development and Fundraising (CDF) reviewed the Leading the Change Strategic Academic Plans from the perspective of fundraising and particularly the Comprehensive Campaign that is currently being developed. We emphasize a few broad themes and, in some cases highlight, individual committee reports that elaborate on and illustrate those points.

1.   Multiple Committees mentioned the need to <u>break down Divisional silos</u>, a recommendation that we strongly support. Much of the planning at UC Santa Cruz is done along divisional lines, which we realize is a necessary organizational structure, but can create impediments to collaboration. We have found this to be the case with fundraising, with some cases of important cross-divisional collaborations sometimes falling through the cracks because they do not rise to the highest priority in an individual division. We urge the campus to work to break down barriers to research, teaching, and training across divisions.

2.   To be successful in fundraising, UC Santa Cruz <u>needs to be clearer on what our distinctive strengths are and those need to be evaluated/reinforced by outside perceptions of our strengths and distinctive advantages</u>. We understand that there is a balance between creating a broad tent that is inclusive and being clear where our strengths lie. As noted by the Research Committee, the campus has tended to be overly broad in past planning process. At the same time, we were surprised that the Research Committee did not highlight specific strengths, which seems symptomatic of this tendency to not prioritize specific areas in which to invest. Whereas we realize this requires making hard decisions, it is difficult to fundraise broadly for a university without clearly stating priorities. So we hope careful thought will be given as to how to prioritize these areas with the subsequent process recommended by the Research Committee. We agree with the Research Committee that there has been a lot of prior planning that can be drawn on so as to not start from scratch.

In the process of selecting campus research priorities, we think it is essential to get feedback from people outside UC Santa Cruz to determine whether our perceived strengths internally

are viewed similarly beyond the University. This should be a mix of both academics in proposed focal academic areas and prospective donors. In the past, often the "branding" of the campus has relied heavily on consulting firms that specialize in this area, but this evaluation of strengths needs to be more multi-dimensional and ensure that our "brand" is actually supported inside and recognized on the outside.

On a related note, we recommend that there be clearer processes for the formation and coordination of the Centers across campus. Since there are not clear protocols, new centers are formed frequently, sometimes with similar names and aims, which can be confusing both on and off campus and hence makes fundraising challenging. Although there are many examples on campus, one specific example from the Strategic Plan is the proposal to develop a Center for Climate Justice, in addition to the recently-formed Center for Coastal Climate Resilience. While we recognize the justification from the Climate Change, Sustainability, and Resilience Committee that these centers have different goals, if we do have multiple climate-related centers (or other centers that overlap topically) it is critical to distinguish the differences and how the centers will work together. Likewise, the Inclusive and Thriving Campus Committee recommended, and we agree, that there should be more support for community engaged research. However, it is important to coordinate the narrative of various efforts in this direction, ideally through the newly-established Campus+Community Initiative. In general, we think it would be wise from both a fundraising and overall funding perspective to be more selective in the creation of new "Centers" on campus.

3. Many committees wrote about issues related to <u>student success at both the graduate and undergraduate levels</u>. Those are consistent with student success as a campus priority and we think should be attractive to donors. Multiple committees suggested fundraising for stipends/funding for students with limited financial resources to be able to participate in experiential learning activities, which we strongly support.

    The Graduate Committee listed a long list of financial needs for graduate students, only some of which we think hold potential for private fundraising. CDF has long advocated that there should be additional fundraising effort invested in supporting graduate students, while also recognizing that fundraising for graduate students can be challenging at UC Santa Cruz, given that we have long been viewed as a primarily undergraduate institution and have relatively few graduate alumni. We see the most promising avenues for increasing foundation, industry, and private donor support for graduate student stipends to be tied to specific research projects and/or undergraduate mentoring. There may also be opportunities to raise funding, particularly from private donors, for broader fellowship support in specific topical and thematic areas.

The Graduate Committee recommends further professional development opportunities for graduate students. As the campus works to broaden the UC Santa Cruz donor base, we think it should be a win-win to draw on alumni and non-alumni donors to provide professional development mentoring, through job-shadowing, internships, career panels on campus, and the like, as a way to deepen donor engagement with campus. This has immense potential for providing career opportunities, particularly in non-academic areas, and fundraising.

4. The Inclusive and Thriving Community Report lists a wide range of initiatives to further Diversity, Equity, and Inclusion. A priority on CDF in the past few years has been to <u>ensure that development/fundraising support be transparent and accessible to all faculty who are interested</u>. Going forward, it is key that junior faculty and especially faculty from traditionally underrepresented groups are supported in efforts to raise funds from public and private sources. This might include targeted divisional support and/or targeted support from University Relations in the form of workshops or dedicated staff.

> Sincerely,
> /s/
> Karen Holl, Chair
> Committee on Development and Fundraising

cc: Kirsten Silva Gruesz, Chair, Committee on Affirmative Action and Diversity (CAAD)
        Roger Schoenman, Chair, Committee on Academic Freedom (CAF)
        Laura Giuliano, Chair, Committee on Admissions and Financial Aid (CAFA)
        Stefano Profumo, Chair, Committee on Academic Personnel (CAP)
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Onuttom Narayan, Chair, Committee on Privilege and Tenure (CPT)
Eleonora Pasotti, Chair, Committee on Rules, Jurisdiction, and Elections (CRJE)
Andy Fisher, Chair, Graduate Council (GC)

June 12, 2023

Patty Gallagher, Chair
Academic Senate

Re: Leading the Change Strategic Plan Subcommittee Reports

Dear Patty,

The Committee on Educational Policy (CEP) has reviewed the draft reports of the five Leading the Change strategic planning committee reports with great interest. CEP appreciates the initiative by campus leadership to develop a comprehensive strategic plan that encompasses the entire academic enterprise of the campus. Overall, we found the draft to be insightful, thoughtful, and fairly comprehensive. Thus, we restrict our review to the work of the committee on the undergraduate experience at UC Santa Cruz.

Some of the recommendations made in the Draft Report on the Unparalleled Undergraduate Education and Student Experience are worth further consideration and pursuit. However, our primary concern is the lack of attention to core academic priorities and concerns about the undergraduate academic program and curriculum. The committee charge specifically included the role of the general education curriculum and majors:

> -Recommend major and general education curricular options that provide clear pathways and flexibility for exploration, and also prepare students for a successful future.

However, this topic is not addressed by the draft, and the role of the senate faculty and departments in undergraduate education is largely absent. Several issues and challenges that might be addressed by the next iteration of strategic planning come to mind:

1) Addressing challenges regarding lower division courses and pathways through majors: A large number of students admitted as frosh have difficulty completing lower division foundational courses for their proposed majors.

2) Considering how curricula can be updated to adjust to increasing numbers of transfer students: Most departments and programs have curricula developed on the model of students who begin at UC Santa Cruz as first-year students and work their way through GEs and a major from their first year forward. As UC Santa Cruz and other UC campuses are now charged with shifting their enrollments to prioritize transfers (the goal of 2:1 enrollment), it is important to consider how to provide effective pathways and academic learning for transfers.

3) Addressing challenges related to the high proportion of engineering majors: The proportion and number of entering students enrolled in engineering is very large in comparison with research universities nationally. Although we know we have excellent engineering programs, this does not seem sustainable. It has created significant strains on these departments and others that provide courses for their majors. It also creates difficulties for students enrolled in these programs.

4) <u>Considering how student admissions and resource allocation relate to student success, majors, departments, and the curriculum</u>: Although student retention and resource allocation may belong to the realm of tactical planning, serious consideration of student success and the curriculum during the first two years of study seems to us to be a pressing topic for strategic initiatives. For example, the overall strategy of admitting incoming frosh into majors and the distribution of undergraduate students across majors might be rethought. There have also been other important educational issues that generally affect undergraduate education, such as the difficulty of ensuring that all of our students meet ELWR requirements, that could benefit from more comprehensive attention.

The proposals made in the draft report on undergraduate education and experience are primarily focused on the role of the colleges.

Goal #1 recommends developing a curriculum of elective courses and certificates in the colleges that is complementary to the academic curriculum. This proposed curriculum would do 2 things. At the more basic and immediate level, it would "provide credit-bearing learning opportunities in areas such as Civic Engagement and Leadership, Entrepreneurship, Environmental Responsibility, Financial Independence, Health and Wellbeing, Legal Literacy, Professional Communication and Public Speaking, and Professional Ethics (and/ or similar areas)." There is also a more ambitious, longer-term goal that this curriculum would lead to Senate-approved certificates at each college and across colleges that would:

a. combine new and existing college courses to align with concrete goals and student learning objectives
b. provide intellectual coherence among courses students use to satisfy GE requirements
c. acknowledge participation in significant non-credit activities aligned with the certificate program (co-curricular programming, campus organizations, internships, etc.), increasing the visibility of these learning opportunities and providing structure for students who pursue their educational goals through them
d. honor and develop the intellectual priorities of each college
e. be open to all students, regardless of college affiliation
f. be recorded on the official transcript

CEP members appreciate the thought that went into this very ambitious set of goals. We were excited about some of the new opportunities it presents, and pleased to see proposals for the colleges to have a greater role in the intellectual life of the campus. For example, the move of CIED to Crown College and the expected proposal of a certificate program in innovation and entrepreneurship is an exciting initiative. However, CEP also had mixed feelings about how to develop such a curriculum, create new certificate programs, and how to make these an effective and beneficial part of undergraduate education.

For instance, would the new ideas for college curriculum fold in or replace all existing college courses? Would there be a plan for some of the new or revised college courses to connect or share cross-listing with relevant majors? (Such as: courses related to legal literacy to legal studies; health to global and community health; professional ethics to philosophy; finance to economics, etc.?).

Relatedly, while CEP is generally supportive of the idea of certificate programs that expand academic opportunities, the committee did have some questions and concerns. Is there any sense of how many students would want to pursue these certificates? Would the amount of work involved in creating and mounting a set of certificate programs be justified by the numbers of students who would pursue them? Would creation of certificate programs impact classroom space use, would it affect progress through majors or time to degree? Another concern raised is that some of the suggested certificate topics seem to be mostly focused on general life-skills, wellness, or career preparation. These types of topics are important and are of interest to many students, but CEP wonders whether the scope of such topics might not be sufficient to justify creating entire certificates. One proposed area, career preparation and guidance, is the remit of the Career Center. It seems that college efforts to create courses related to career preparation should be coordinated with the Career Center (and perhaps also the Career Alumni Network?), but it does not seem that there are plans for such collaboration.

Moreover, if new certificates will be a hybrid of curricular and co-curricular learning and experience, it seems that the departments and faculty should help with the planning, such as helping to determine which academic courses might be included. However, the proposed plan does not indicate plans for input from departments. Instead, this is the current idea: *"Establish a Planning Committee that includes VPDUE, representatives from the Council of Provosts, the Colleges Academic Program Policy Analyst, representatives of the Office of Campus Advising Coordination, Associate Deans from the Academic Divisions, and Senior Directors of College Student Life (DSAS) to determine what topics are optimal for certificates; what changes to existing elective curriculum and co-curricular programming in the colleges are necessary; and how to facilitate Senate approval for the certificates and their inclusion on the official transcript."*

CEP members thought that **Goal #2**, *establishment of an official co-curricular record by the University*, would be a difficult undertaking, and that it may not be the best use of very limited campus resources. On the one hand, the Committee recognizes the great value and importance of students being able to convey the valuable skills and experiences they have gained, including those that go beyond the academic coursework that is indicated on an official transcript. Resumes are the norm for conveying co-curricular as well as academic records, and the career center supports resume writing. We believe there is great opportunity for the new college courses and Certificate programs to collaborate with the Career Center to provide more workshops and class experiences helping students learn how to develop their resumes to showcase and "translate" their academic and co-curricular learning onto their resumes.

Establishing an official co-curricular record would impose a great deal of additional labor, technological requirements, and administrative costs for the Registrar's Office, and potentially other staff. And, due to the funding model for the Registrar's Office, the expense of creating an official co-curricular record for students would likely need to be paid by imposing additional student fees.

With respect to **Goal #3,** *Ensure that every undergraduate has the opportunity to graduate from UCSC having participated in one or more experiential educational opportunities),* CEP recognizes the value of this goal, and is supportive.

Our earlier response to the draft report addressed **Goal #4,** *Creating Place: Nurture a sense of belonging by developing gathering spaces in the form of true "living rooms" and commuter lounges*. We noted in our prior response that it appears to create spaces that are not classrooms

and not housing despite these being major issues facing the campus. The University needs a consistent vision, and a realistic plan from all the relevant parties.

Moreover, while creating gathering places and student lounges would be valuable, members also considered that simply creating places will not necessarily translate into a "sense of belonging," so it seems crucial to consider additional methods that can cut across academic and co-curricular arenas. We are increasingly a commuter campus, with a growing number of transfers, and college affiliations are weaker for non-residential students. Could the initiative include creative thinking about how to better create belonging through experiences and connections, not just spaces. For instance, could there be university-wide undergraduate event series, maybe organized through collaborations among divisions/departments together with Colleges, SOMeCA, and student clubs? Are there ways to make the goal of building belonging more integral to the goal of all of undergraduate education, bridging curricular with co-curriculars and experiential education?

To reiterate, CEP very much appreciates the thought and care that went into developing these proposals, including the work to draw on important examples of efforts on other campuses.

Sincerely,

David Lee Cuthbert, Chair
Committee on Educational Policy

cc: Matthew Mednick, Director, Academic Senate

June 23, 2023

Patty Gallagher, Chair
Academic Senate

Re: Divisional Review – Leading the Change Strategic Plan Report

Dear Patty,

The Committee on Faculty Welfare (CFW) considered Leading the Change Strategic Plan Report from the perspective of faculty welfare. CFW appreciates the work separate committees put into the report. Our thoughts on specific parts of the Report are summarized below.

Undergraduate Education

The report outlines four important goals for creating a "holistic experience" for undergraduate students, including goal 1:

"Goal 1. Establish a curriculum of elective courses at the colleges that builds upon the program learning outcomes of the Academic Literacy Curriculum, aligns with the Student Success Initiative and the Boyer 2030 Commission's Report, and fosters the competencies for career readiness published by the National Association of Colleges and Employers (NACE)." (pp. 4 and 5)

We are commenting here only on goal 1 and the pathways outlined to achieve this objective. The aim of enabling a more meaningful affiliation with the colleges for undergraduates is crucial. The Plan suggests creating credit-bearing learning opportunities within the colleges leading to certificate programs at and across colleges. The longer-term vision as outlined by the Plan is to create a certificate program that "could include college and departmental courses that carry GEs without requiring that the sole purpose of the certificate is fulfilling GE requirements. For example, a certificate at Porter in "Entrepreneurship in the Arts" might require students to complete an Arts Division course that carries Interpreting Arts and Media" (p. 6). While the Plan notes that these certificates would be Senate approved and consultations from CEP and CCI would be sought, it would be important to consider the aims, learning objectives and imperatives of the departments and the faculty who conceive and teach these courses with a GE designation on a regular basis.

The learning objectives of the course and the manner in which the course fits into the department's and major's larger pedagogical objectives may not be immediately aligned with the certificate program, possibly creating greater work for the faculty in aligning and speaking to these diverse interests and aims within the space of the classroom. Courses designated as GEs already require faculty to carefully plan their courses, so that they remain intellectually challenging and rigorous for majors with greater experience in the discipline and subject while also keeping non-majors engaged. Any plan that adds yet another layer to the pedagogical design and objectives of GE courses should involve close coordination and consultation with the units mounting the coursework. Departments routinely think about and update pathways through their majors, taking into consideration the aim to create a scaffolding of skills and knowledge for their students, maintaining rigor and building community. The goals of the Strategic Plan, including creating more extracurricular opportunities, and college-led certificates leading to a more holistic experience for students should work alongside and in coordination with these efforts that are undertaken by departments.

Achieving these goals would also require extensive staff support.

Graduate Education

The report outlines four goals for improving graduate education: 1) Funding and Supporting Graduate Student Success; 2) Fostering Inclusive Excellence; 3) New Graduate Programs; and 4) Elevating and Enhancing Support for Graduate Students.

For funding and supporting graduate student success, the report suggests to increase the GSR and fellowship support as opposed to TAs, especially for non-STEM fields. We comment that currently some departments also experience shortage of TA resources due to increased undergraduate enrollments, e.g., Computer Science and Engineering departments. Guaranteeing sufficient graduate students working as TAs is important to ensure the success of our undergraduate program. The balance between research and teaching for graduate students is delicate, and its interaction with funding (GSR and TA support) differs between departments. CFW believes that it is crucial to seek solutions that will address this balance in the best possible fashion. This will not be an easy task, especially given the funding landscape changing due to the recent and future union activity. In order to increase graduate student support, CFW believes that a campus-wide program for mentoring and training of the NSF Graduate Research Fellowships Program (GRFP) and similar programs should be considered.

For fostering inclusive excellence in graduate education, CFW agrees with the suggestions of eliminating the non-resident tuition for international and out-of-state PhD students. For PhD students who work as TAs or GSRs and pay taxes, applying non-resident tuition is unreasonable.

For starting new graduate programs, the report suggests identifying and removing barriers for interdisciplinary programs, identifying modality options, and exploring alternative doctoral degrees. CFW suggests that establishment of new programs should be done carefully to ensure that they receive sufficient enrollment and enough sustained financial support from the campus to be successful. On elevating and enhancing support for graduate students, the most important issue is graduate housing. The report suggests that 1) the university should advocate within the city for the production of new housing, preservation of existing affordable housing, and tenant protections; 2) the university needs to reassess Campus West Student Housing regarding the number of beds for graduate students, repurpose unused spaces on-campus for housing purposes, explore development of both on-campus and off-campus complexes, and coordinate with complexes in adjacent communities; and 3) the campus should also consider housing coupled with transportation options (e.g. daily van/bus service) and improved parking availability, which would allow housing in adjacent communities including the Bay Area and south Santa Cruz county. CFW completely agrees with these suggestions. CFW would like to emphasize that tenant protection efforts are important. We do not want housing support funds to ultimately benefit only landlords and feed ever increasing rental costs.

Research

The Report was comprehensive in the multiple ways in which faculty can be supported in their research activities. As CFW, we would like to highlight some areas of vital importance that appear in the report and deserve further elaboration due to their effect on faculty welfare.

- **Supporting access to housing is one important way of supporting research** (p. 61) given that many faculty members conduct research at their residence and that house

insecurity can produce a decrease in research productivity. The report notes that: "*It is impossible to discuss the future of the campus and not hear about the housing crisis and how it impacts all members of the campus community*" (p. 64) Also: "*housing affordability continues to be a major barrier in attracting and retaining the excellent faculty, staff, postdocs, and students on which the research enterprise depends*"(p. 74). CFW wholeheartedly agrees that the housing crisis is an emergency. In that spirit, Senate asked CP/EVC to develop short-, medium-, and long-range plans for addressing it. While the prospect of RVT2 ground breaking in a few years is encouraging, it will not by itself be enough. A continued push from administration and Senate to address this issue is vital for the future of our campus.

- **CFW notes the need to include an additional barrier for research– the lack of affordable and available childcare.** We note that this barrier especially affects women-identified faculty and assistant professors, and care-givers with 0-5 year old children. Research is the first activity that is given up when having no stable childcare. As a result, supporting care-givers financially is one important way to support their research activity.

- **Making Open Access more equitable**. In terms of making faculty research accessible, the Report notes that: "*Increase impact and visibility of UCSC scholarship by making research outputs and data as openly available as possible. While UCSC authors regularly publish, we need to grow the practice and culture of open-access publishing and data sharing*" (p.71). CFW wants to note the need to make open access supported equitably across divisions and fields. For example, one of UC's main mechanisms for supporting open access are transformative agreements, which target large for-profit publishers, as opposed to non-profit University Presses. It should also be noted that different granting agencies and program officers in different fields are not universally supportive of including open access publication fees as part of budgets. We suggest the need to create targeted pots of funding dedicated to supporting open access publication, in addition to start-up funds. Finally, we note the need to support open access agreements in book fields.

- **Reinstatement of the Special Salary Practice (p. 78).** Based on CFW salary analysis, the goal of the initial SSP (reaching median salary of 9 UC campuses) was not achieved and the program was scaled back in 2017. Since then UCSC stopped catching up with other UC campuses. Reinstatement of the more progressive, pre- 2018, SSP is a straightforward way to close the gap between UCSC faculty salaries and those of other campuses. Such a reinstatement can go hand in hand with senate's reevaluation of the exact details of the SSP criteria. It is possible that the newly proposed Salary Equity Review process can fulfill the SSP's role of closing the gap, however, it will depend on the yet evolving details of this new program. CFW agrees that a comparison with other campuses would be useful. With UCSC faculty salaries falling behind all of them (with cost of living adjustment), we need to make sure that whatever course we take, it is more progressive than that of other campuses.

Diversity, Equity, and Inclusion

CFW members noted that it was useful to see the survey data related to strategies for UCSC to become more welcoming to different groups. However, members could not understand why a number of differences in opinions were highlighted, but some others were not. For example, it was noted on page 20 that a somewhat smaller fraction of faculty favored making campus more inclusive towards students with disabilities. At the same time, it was not noted that faculty were more supportive than any other group of expanding on-campus mental health services. In general,

it was not clear what was the purpose of the detailed comparison of attitudes of different groups, when the striking feature of the data is a remarkable agreement on the course of action. For example, in regards to student inclusivity, the top three strategies were exactly the same between all the surveyed groups.

CFW members noted that "Documenting, including, and assessing DEI contributions in teaching, service, or research;" for the purpose of faculty review would require development of a detailed assessment rubric.

Climate Change, Sustainability and Resilience

The CCSR committee recommended a wide variety of measures to address the issues it considered. The proposals span undergraduate education, research, campus infrastructure, and engagement with indigenous people, especially Amah Mutsun Tribal Band. CFW supports, in principle, the proposed approaches. One significant difficulty, as the report already states, will be allocation of the limited resources between the CCSR goals and other campus priorities. CFW members also note that the desire to reduce the footprint of the university on the lands of Amah Mutsun Tribal Band has to be balanced with the dire need for affordable housing for University employees and students.

Thank you for the opportunity to provide feedback.

Sincerely,

Alexander Sher, Chair
Committee on Faculty Welfare

cc: Matthew Mednick, Executive Director, Academic Senate

June 6, 2023

Patty Gallagher, Chair
Academic Senate

RE: Leading the Change (Strategic Plan) Final Report

Dear Patty,

CIE discussed the final reports of the Leading the Change strategic plan in our meeting on May 16, 2023. We had provided feedback on the initial draft reports in an earlier memo to you on April 12, 2023, and very much appreciate the extent to which the relevant committees (e.g. the "Unparalleled Undergraduate Education" committee and the "Envisioning Graduate Education" committee) either incorporated our suggestions or introduced changes that addressed the various points that we raised.

In particular, we refer to the explicit mention of international students as a specific population that might especially benefit from the kinds of lounges proposed in the undergraduate committee report, as well as the inclusion of global learning/study abroad in the section on experiential learning (goal 3).

With respect to the graduate committee report, in response to the issue CIE flagged about the problematic time lag that international students face in receiving their stipends in the fall, we appreciate the call to "explore options for co-signing off-campus rental leases either through the university or partnering with a third party co-signer service, especially for international students."

The committee has one further reaction which we would like to share, and which touches on the question of non-resident tuition waivers for international students. In response to our request that the Leading the Change report mention this key issue, which has been critical in the recruitment and retention of international students at UCSC over the past decade, the revised final report mentions the need to "eliminate the non-resident tuition for international PhD and MFA students to increase the number of admitted international graduate students." While we applaud the goal that has motivated this proposal, our concern is that this is likely not a decision that UCSC as a campus alone could make, but would rather involve a UC-wide conversation and decision. We wanted to propose that it might make strategic sense to keep the focus on the waivers, which individual campuses do seem to have the authority to provide.

Thank you for this additional opportunity to provide input into the strategic plan.

Sincerely,
/s/
Kent Eaton
Committee on International Education

cc: Roger Schoenman, Chair, Committee on Academic Freedom

Stefano Profumo, Chair, Committee on Academic Personnel
Laura Giuliano, Chair, Committee on Admissions and Financial Aid
Sylvanna Falcón, Chair, Committee on Affirmative Action and Diversity
Steven Ritz, Chair, Committee on Career Advising
Elizabeth Abrams, Chair, Committee on Committees
David Harrison, Chair, Committee on Courses of Instruction
Karen Holl, Chair, Committee on Development and Fundraising
David Cuthbert, Chair, Committee on Educational Policy
Judith Habicht Mauche, Chair, Committee on Emeriti Relations
Barbara Rogoff, Chair, Committee on Faculty Research Lecture
Alexander Sher, Chair, Committee on Faculty Welfare
Andrew Fisher, Chair, Graduate Council
Peter Alvaro, Chair, Committee on Information Technology
Abraham Stone, Chair, Committee on Library and Scholarly Communication
Dard Neuman, Chair, Committee on Planning and Budget
Onuttom Narayan, Chair, Committee on Privilege and Tenure
Michael Hance, Chair, Committee on Research
Eleanora Pasotti, Chair, Committee on Rules, Jurisdiction and Elections
Catherine Jones, Chair, Committee on Teaching
Matthew Mednick, Executive Director, Academic Senate

June 16, 2023

Patty Gallagher, Chair
Academic Senate

RE: Leading the Change: UCSC Strategic Planning draft

Dear Patty,

The Committee on Library and Scholarly Communication has reviewed the Leading the Change: the UC Santa Cruz Strategic Plan with attention to the Report and Recommendations of the Distinction in Research and Scholarly Activities Committee. COLASC members applaud the inclusion of:

"**Recommendation 6:** Increase impact and visibility of UCSC scholarship by making research outputs and data as openly available as possible. While UCSC authors regularly publish, we need to grow the practice and culture of open-access publishing and data sharing.

- Metrics: Greater participation in UC Academic Senate sponsored Open Access policies measured through increased deposit in the UC systemwide Open Access Repository (eScholarship), increased participation in UC Senate-UC Library negotiated transformative agreements, deposit of data in UC-sponsored and/or discipline-focused repositories. Increased number of faculty research start up packages that include open access funding. Open-access considered during merit-review where appropriate. To be determined: how compliance with new federal data sharing mandates is measured."

COLASC strongly supports this recommendation as it aligns with campus goals of public research and access.

COLASC wonders if specially targeted funds should be made available for faculty that wish to publish open access in journals not covered by transformative agreements (e.g., open access publishing agreements with specific publishers). The campus may wish to consider revisiting funds earmarked for faculty to use in cases when the transformative agreements do not include particular journals and should consider various models not necessarily funded by the library. These funds could mirror the The Committee on Research (COR) Faculty Allowance program (CFA) model and should be in addition to the CFA program to maintain equity between authors who are able to publish in a journal covered by the transformative agreements and those who are not.

COLASC recommends attention be given to improving physical and digital Library collections by growing collections with emphasis on digital collections. Increasing the digital collections

would require additional staff necessary to support this.

COLASC recommends CSAs collaborate early on with the library on new graduate programs, since these may require expanded collections for their support.

Given that physical collection space is limited, COLASC asks if efforts could be made to improve the speed and terms of Interlibrary Loan (ILL). If space management requires that we not duplicate holdings from other UC campuses, it would be worthwhile to make lending privileges the same for ILL borrowers as for borrowers from the UC campus where materials are held.

Sincerely,

Abe Stone, Chair
Committee on Library and Scholarly Communication

June 23, 2023

PATTY GALLAGHER, Chair
Academic Senate, Santa Cruz Division

Re: Strategic Planning

Dear Patty,

The Committee on Research (COR) appreciated the opportunity to review the updated drafts of the Strategic Academic Planning (SAP) Reports, which in many cases include substantial changes with respect to the first drafts reviewed earlier this year. We would like to once again congratulate and thank the Strategic Planning teams for delivering thoughtful and insightful reports.

In this round of review, we focused our comments on the first three reports (on Undergraduate Education, Graduate Education, and Research). Our complete set of comments are provided below. Many of our comments from the first round of review still seem appropriate: the new drafts did add details in many cases, but still seemed to lack in specifics in many areas. We were again struck by several places where reports specifically called out a lack of engagement from campus stakeholders as something that prevented the committees from making stronger or more specific recommendations. We hope that these discussions will continue in the months and years to come, especially in areas where the SAP committees were unable to reach firm conclusions on the best path forward.

COR focused most of its attention on the Research Excellence report. We organized our comments around the specific goals and recommendations.

- WG1 Goal 1: Our committee was concerned that any gains from branding our campus as a leader in a few key areas will come at the expense of other areas of excellence on our campus. Any attempt at further developing a UCSC brand that is limited to specific areas should also include pathways through which researchers outside of those areas feel that they are still an essential part of UCSC's mission, even if they are not directly working on social justice or climate change (to name a few areas that are usually mentioned in this kind of conversation).
- WG1 Goal 2: This section has a new emphasis on departmental/program external reviews, and modifying/using those reviews as a way of identifying areas of potential investment in research. There's a suggestion that splitting the "research" review from the curricular/teaching review is one way to accomplish this, and that is certainly one approach. Currently external reviews happen so infrequently that it is hard to imagine the campus being able to respond nimbly to opportunities in any field if those reviews play a key role in determining future research directions. Decadal reviews for teaching may be fine, but it's difficult to make them useful for research. The recommendations should either include some explicit recommendation to allow for more frequent research reviews, or discuss completely decoupling the ways in which our campus decides on changes in direction from the external review process.

- WG2 Goal 3 Recommendation 3: How will the campus determine the right balance of seed funds targeting interdisciplinary research vs research that has an intellectual home in a single department/division?
- WG2 Goal 3 Recommendation 6: This is a new recommendation since the first draft. Open Access is certainly a huge issue, and the costs of Open Access publishing are often prohibitive. Some readers reacted to this section by saying that we, as a campus, should identify bigger goals than "get more authors to pay OA publishing fees". How about incentives (or at least fewer disincentives) for publishing in journals that have lower impact factors but that are intrinsically OA (and don't charge high fees)? Can we as a campus, one that is a leader in social justice, lead in moving academic publishing away from the current status quo and towards a fairer model for both authors and readers?
- WG3 Goal 8 Recommendation 1: Spending money on food is often challenging, especially since some campus funds are not allowed to be used for food (e.g. graduate division "block" funds). It would be great to push for fewer restrictions on departmental funding when it comes to providing food at community-building events.
- WG3 Goal 9 Recommendation 4: COR would further recommend guidelines for the administration and management of centers that protect the intellectual contributions made within centers from changes in campus priorities and leadership. Any increase in administrative burden for centers, such as barriers to establishment or more frequent reviews, should come along with increased protections for self-governance. We recommend that Senate committees such as COR and the Committee on Academic Freedom (CAF) be consulted on new guidelines governing research centers.

In the Report on Graduate Education, we noted that most/all of our comments from the first round of review did not appear to be addressed. We will not repeat them here, but feel that addressing them will strengthen the report. We also noted the section for Goal 3 in the new draft offers very few clear, actionable suggestions, aside from the creation of a Masters in Higher Education and Student Affairs and PhD programs in Ethnic Studies. At the same time, the feedback the SAP committee received indicated "clear evidence that there is little enthusiasm for creating new degree-granting programs". How do we reconcile these ideas? The goals and metrics underneath the text in this section also seem out of sync with the text itself. Using "Total number of programs submitted for planning or approval" as a metric for Goal 3B would appear to support creation of many new programs, while the text seems clear that the creation of new programs should be targeted. The bullets under Goal 3C do not appear to be discussed in the text at all; same for the bullets under Goal 3D. What are "micro-credentials", and how do they support any of the institutional goals outlined above? Overall this section seems underdeveloped, and we suspect that it would benefit from dedicated discussions with other committees, such as Graduate Council.

Finally, in the section on Undergraduate Education and Student Experience, we had two observations / comments:

1. The experiential education goal (Goal-3) is focused on internships, research, practicums, and related learning opportunities. Providing undergraduate research opportunities is particularly well-aligned with student learning goals given the application of course concepts in research. Student experiences in research will provide a greater appreciation for university contributions to research and an appreciation for the importance of research

in advancing knowledge. Unfortunately, many undergraduates have not had this experience and complete their degree without gaining this understanding, resulting in an underappreciation of the role of universities in our society.

2. Experiential learning often requires outdoor space as emphasized in the strategic documents consideration of field study. While the campus has exceptional outdoor facilities, many of these spaces are not available for teaching reservations. In particular, the UCSC Quarry Amphitheater which is highly underutilized, cannot be reserved by instructors. Providing access to our world-class outdoor environment for instruction can facilitate Goal#3.

Once again, we would like to congratulate and thank the SAP committees for their leadership and service. COR appreciates the opportunity to comment on these drafts of their reports.

Sincerely,

Michael Hance, Chair
Committee on Research

cc: Kirsten Silva Gruesz, Chair, Committee on Affirmative Action and Diversity (CAAD)
Roger Schoenman, Chair, Committee on Academic Freedom (CAF)
Laura Giuliano, Chair, Committee on Admissions and Financial Aid (CAFA)
Stefano Profumo, Chair, Committee on Academic Personnel (CAP)
Steven Ritz, Chair, Committee on Career Advising (CCA)
David Harrison, Chair, Committee on Courses of Instruction (CCI)
Karen Holl, Chair, Committee on Development and Fundraising (CDF)
David Cuthbert, Chair, Committee on Educational Policy (CEP)
Judith Habicht-Mauche, Chair, Committee on Emeriti Relations (CER)
Barbara Rogoff, Chair, Committee on Faculty Research Lecture (CFRL)
Alexander Sher, Chair, Committee on Faculty Welfare (CFW)
Kent Eaton, Chair, Committee on International Education (CIE)
Peter Alvaro, Chair, Committee on Information Technology (CIT)
Abraham Stone, Chair, Committee on Library and Scholarly Communication (COLASC)
Michael Hance, Chair, Committee on Research (COR)
Catherine Jones, Chair, Committee on Teaching (COT)
Dard Neuman, Chair, Committee on Planning and Budget (CPB)
Onuttom Narayan, Chair, Committee on Privilege and Tenure (CPT)
Eleonora Pasotti, Chair, Committee on Rules, Jurisdiction, and Elections (CRJE)
Andy Fisher, Chair, Graduate Council (GC)

June 15, 2023

Patty Gallagher, Chair
Academic Senate, Santa Cruz Division

Re: Leading the Change: Strategic Planning Committee Reports

Dear Patty,

The Committee on Teaching (COT) has reviewed Leading the Change: Strategic Planning Committee Reports. We want to extend our appreciation to all our colleagues who have invested so much time and effort in reflecting on these vital topics and developing thoughtful recommendations for UC Santa Cruz's future. Given the wide-ranging nature of the report, COT's comments will focus on the elements that intersect most clearly with the committee's charge of promoting effective teaching.

Global Comments
The reports demonstrate a great deal of work and offer some promising suggestions. Taken as a whole, however, it is somewhat difficult to identify the priorities and common themes that cut across the committees' recommendations. Indeed, there are some tensions among the diverse commitments and priorities laid out across the reports. Having another level of review and perhaps exchange among committees with an eye to highlighting the themes that emerge across individual reports might help in beginning the process of identifying next steps. Similarly, we encourage those preparing action plans based on these reports to examine the suggestions in conjunction with the Governor's Compact and the university's plans to respond to its imperatives. The Compact points us in sometimes conflicting directions and does not fully address the need to gather and analyze data in assessing feasibility and desirability of some remedies proposed. We hope that by pulling these efforts together and pursuing the work of discernment in weighing our needs, capacities, and options, the university will chart a path toward a flourishing future.

A second, general concern is that many of the recommendations require substantive resources. As stated above, identifying and integrating themes that cut across the committee reports, such as racial and climate justice, engagement, inclusion, care, sustainability and accountability for ensuring identification and elimination of structural inequities, would strengthen the goals of each committee as well as the entire report. And, importantly, centering identified themes or values across the report would serve to inform and guide the use of existing, limited resources, as well as provide a framework for organizing and prioritizing each committee's recommendations. In our approach to crafting this response we have thought about cross-cutting themes that we saw in the areas of teaching and have tried to highlight these below.

Unparalleled Undergraduate Student Experience Committee
Two elements of the recommendations that resonated with the committee in particular were the need to foster a deeper sense of belonging among students (goal #4) and the call for expanding opportunities for experiential learning (goal #3). As the committee notes, fostering a sense of belonging requires action on multiple levels, including addressing the need for spaces in which students can gather, and effective transportation systems to enable staff and faculty to move across the campus. The suggestion of "commuter lounges" strikes as particularly valuable as a greater proportion of our student population lives beyond Santa Cruz. We note that concerns about insufficient transportation for students to travel between classes on time has been a longstanding concern, and one with direct consequences on student success. As the campus contemplates next

steps, we suggest reviewing the suggestions of the 2021 LRDP on infrastructure development and the Governor's Compact to identify overlapping goals. We note that the call for more support for experiential learning appears across multiple committee reports, which suggests that it has emerged as a key objective going forward.

COT has more reservations about <u>developing a curriculum of elective courses (goal#1).</u> While we whole-heartedly endorse the calls to improve communication between the colleges and departments, to promote greater coherence in students' educational experiences, and to develop ways to make the applied values of students' training more legible, we think the certificate proposal merits further reflection. The development of multiple certificates seems administratively complex and the payoff does not seem clear. If certificates do not appear on diplomas, how would people beyond the university (e.g., employers) know students have them and what they mean? Initiating and sustaining such an enterprise in a way that would make this consistently available to students also strikes us a heavy lift, especially given staffing challenges. We're also concerned about how certificates might affect time to degree for undergraduates, particularly for STEM and engineering students, who already face challenges in declaring their majors on time. We wonder if there might be other mechanisms that would help students develop strategies to communicate the nature and value of their training (e.g., a portfolio of accomplishments, and self-statement reflecting on their training at the time of graduation, etc.) that could accomplish similar objectives but with less administrative complexity.

Envisioning Graduate Education for the Future Committee (p 17-57)

This committee's report, in combination with the Inclusive Excellence in Graduate Education report, provides valuable information and suggestions as UC Santa Cruz looks toward sustaining outstanding graduate training in the coming years. Both reports highlight the importance of developing sustainable funding models that enable graduate students to make timely degree progress at the same time they pursue opportunities for professional development. Housing access and the high cost of living, unsurprisingly, stand out as the highest barriers to graduate student success. We join the authors in encouraging the administration to continue seeking long term solutions including new housing construction and greater funding support but also endorse pursuing more proximate measures like improving transportation options to and on campus.

The goal of increasing fellowships and other funding sources in order to reduce reliance on ASE positions to fund graduate students seems essential to improving time to degree and equity. As the university pursues these options, we encourage departments, course sponsoring agencies (CSAs), and the administration to examine and assess instructional staffing needs and how changes in graduate student funding will affect them. Our instructional model relies on the teaching labor and expertise of graduate students to ensure high quality undergraduate instruction; communication with departments and CSAs regarding policies that affect the number of graduate students and graduate student TAs is essential to sustaining the undergraduate curriculum.

COT was particularly pleased to see a focus on promoting effective and inclusive mentoring of graduate students, including attention to its connections to improving diversity, equity, and inclusion on campus. This is an issue that Senate committees, including Graduate Council and the Committee on Teaching have been discussing. The Implementation Task Force for Inclusive Excellence in Graduate Education (ITF) report also lays out some valuable suggestions about possible pathways forward that overlap with suggestions provided here. Collaboration that includes the administration, the Senate, and the Teaching and Learning Center (TLC) in these efforts might be fruitful.

Inclusive and Thriving Campus and Committee (p 84-139)

We appreciate the effort to ensure that DEI received robust consideration in this process, but ultimately, it seems like these concerns need to be embedded within each report rather than treated separately. Identifying and integrating themes, or campus values, that cut across the committee reports such as racial and climate justice, and engagement and inclusion, would strengthen the goals of this committee as well as the entire report. Given the recent arrival to UC Santa Cruz of the key participants in generating this report, the decision to prioritize understanding perceptions on campus is reasonable. Yet, it seems there is more to learn about practices and patterns that might guide priorities. The university has made hiring staff and administrators to support DEI on campus a priority. Going forward it seems essential to find ways to promote collaboration among those people and the enterprises they support in order to develop a cohesive plan going forward.

From a COT perspective, it is curious that teaching does not seem to receive much direct attention across the different reports. In the DRSAC report, for understandable reasons, recommendations lean toward reducing teaching loads. Another way to reduce the time-consuming nature of teaching, however, would be to reduce unwieldy class sizes, which would mean reducing incoming cohorts, at least until more faculty could be hired and more classrooms and housing provided for students.

While the ITCC report's point that only undergraduates have mandatory DEI training is important, the fact that many students admit they do not remember it afterwards is sobering. COT seconds the point made in the report that a "one size fits all" approach is not the best for effective diversity and inclusion training. In addition, while the ITCC survey data was interesting, we look forward to the collection and sharing of other forms of data that will allow us to further evaluate different perceptions and circumstances across campus.

Climate Change, Sustainability and Resilience Committee (p. 140-167)
COT was overall supportive of the teaching goals outlined by this committee especially as they relate to the aspirational goal of having all students graduate with a foundational knowledge of climate change and climate justice issues. While the implementation of such a plan will no doubt come with a variety of challenges, we believe it would be a worthwhile endeavor that would help reaffirm UC Santa Cruz's role as a leader in climate change education and climate justice while also bringing a highly relevant issue into the curriculum for our students. Determining what courses already exist across departments and divisions that may already be advancing the goal might be a useful first step in developing an implementation plan. We also note that this committee was strongly supportive of creating more opportunities for experiential learning for UC Santa Cruz students. This connects with other recommendations elsewhere in the proposal, and echoing earlier sentiments, COT is supportive of such an effort, noting that it is strongly aligned with our student success goals.

Sincerely,

Catherine A. Jones

Catherine Jones, Chair
Committee on Teaching

cc: Matthew Mednick, Director, Academic Senate

June 30, 2023

Patty Gallagher, Chair
Academic Senate

RE: Leading the Change (Strategic Plan) Reports: Second Review

Dear Patty,

At its meetings of May 18 and May 25, 2023, the Committee on Planning and Budget (CPB) reviewed the five Leading the Change (Strategic Plan) Reports: 1) Unparalleled Undergraduate Education and Student Experience; 2) Envisioning Graduate Education for the Future; 3) Distinction in Research, Scholarly, and Creative Activities; 4) Inclusive and Thriving Campus Community; and 5) Climate Change, Sustainability, and Resilience. CPB also reviewed the Mission and Vision Statements forwarded with the reports.

While the comments below might be construed as critical, CPB wants to recognize the extraordinary effort and breadth of engagement by the five subcommittees. The challenges we face as a campus are immense. The subcommittee charges were correspondingly broad. There were, however, no specifics concerning resource needs or resource allocations, let alone potential tradeoffs with decisions and directions. CPB does not therefore view these reports as constituting a strategic plan. Rather, they are separate reports that detail results from work towards discovery and analysis, with some important recommendations, and a long list of goals.

CPB observes that in both the interim and final report, there were references to a lack of campus engagement. This is unsurprising. The UCSC community has faced nearly two decades of financial, environmental, and now epidemiological crises of global historical proportions. As a campus, we have grown accustomed to a scarcity mindset, and are growing accustomed to a crisis-as-norm mindset. It is difficult to envisage ambitious strategies and corresponding investments when budgetary support for basic needs (affordable housing for all), curricular and research necessities (classroom and lab space), as well as staff and senate faculty lines have been consistently cut and compromised in some areas, or inadequately restored or grown in other areas. If there is a lack of engagement, that does not mean we as a community are unengaged. Indeed, CPB considers the campus to have been deeply committed, against unrelenting challenges, to our students and our overall mission.

In its FTE recommendations and end of year reports, CPB has argued for a broad strategy of stabilizing and strengthening existing programs and units, followed by focused investment. CPB's assessment from the many self-studies, external reviews, FTE and resource call requests it has reviewed, is that far too many faculty, staff, academic student employees, and administrators are overworked, stretched thin, and deal with multiple challenges in getting everyday UC mission-oriented work done, let alone responding to new initiatives and crises. Turnover is high, staff and faculty levels are insufficient, and infrastructure from buildings to equipment is dated and deteriorating. Even efforts towards the hard decisions of making cuts often happen incrementally, over many years, and outside the context of explicit strategies, goals, rationales, and campus

consultation. Students suffer, while staff and faculty are often on the front lines bearing the burden. We speculate that the many instances of interpersonal conflicts between faculty, staff, administration, and students are not unrelated to the constant state of pressure faced by all to do more with less, under circumstances of precarity for many and existential threat by all.

CPB views the recent efforts at growing faculty lines (the Faculty 100 goal), as well as staff and faculty equity adjustments as moving in the right direction towards stabilization. If administration deems it is time for strategic investment (and the campus has the resources), CPB welcomes further consultation on specific strategic plans.

A final observation before turning to the reports. An overarching discovery phase would have (and would still) help in bringing all the committees up to date on the latest work and existing policies. For example, the committee on *Unparalleled Undergraduate Education and Student Experience* was tasked with exploring the strengths and future potentials of the college system, but did not (or were not able to) engage the just completed (and first ever) external review of the college system. The *Distinction in Research, Scholarly and Creative Activities* referred to space challenges, but seemed unaware (or did not reference) the University Space Committee. Similarly, the committee on *Climate Change, Sustainability, and Resilience* provided goals to reduce campus carbon footprints, but did not seem to know (or did not reference) the UC Carbon Neutrality Initiative. A comprehensive discovery phase would allow for the assessment of what work has already been done campus and systemwide, as well as where there is insufficient information or inadequate analysis. Campus leaders could then assess existing areas of strengths, weaknesses, opportunities, and threats in the service of strategic areas of investment over a determined time frame.

We now turn to the specific reports.

Unparalleled Undergraduate Education and Student Experience
The Unparalleled Undergraduate Education and Student Experience Committee was tasked with providing ambitious goals addressing several areas of concern. The four goals developed by the committee provide a framework for many incremental improvements that do not require substantial investment. These goals are laudable and are welcome improvements to many aspects of the undergraduate experience, and are addressed below. However, the committee explicitly side-steps the most important challenge facing undergraduate education at the university, housing, explaining that the campus is already addressing the situation. For a document on strategic planning, CPB would have liked to have seen a more explicit statement, as many campus challenges and strategic growth opportunities require housing solutions. Housing is a fundamental problem for the campus community as a whole and most certainly for students, especially first-generation students and those from underrepresented backgrounds, forcing them to take out large loans, commute long distances, and major in areas that are believed to offer the most lucrative careers. Also missing from the document are top issues "related to undergraduate experience", as the document itself acknowledges:

> "These themes include safe and reliable transportation, support for basic needs, support for a safe campus environment, accessibility and disability justice, and post-pandemic impacts such as long COVID. While the committee is not explicitly recommending goals for these

areas, we note that several of these themes are already campus priorities and should continue to be studied in an attempt to advance solutions for students". (pg. 5)

It is unfortunate there are no ambitious goals related to these issues, as they have significant impact on the student experience. If they truly are campus priorities, then addressing them here as part of the campus' strategic plan seems paramount. Also unaddressed is the lack of classroom space, forcing students into large classes, a known detriment to student learning. The lack of classrooms also forces departments to offer classes at non-traditional hours, which is especially challenging for students with families and jobs.

With respect to the specific goals, Goal #1 is to strengthen the college system by creating certificate programs within the colleges with an ultimate goal of expanding them into minors. This reinvigoration of the colleges system represents a serious turning point after decades of reducing their scope. Unfortunately, the document does not connect with the recent external review of the colleges, which noted several problems that must be addressed if the University is to maintain the system, most notably a lack of resources, especially staffing.

Goals #2 and #3 work together to recognize and expand programs that expand the educational context beyond the classroom. These goals highlight the unique opportunities the university offers. Expanding them is an achievable and valuable goal.

Goal #4 seeks to address the reality that the campus is dispersed and many students cannot live on or near campus and must commute. The committee recommends repurposing unused or poorly used space on campus for the creation of spaces for students to gather, especially commuter lounges, and improving the infrastructure that connects various parts of the campus. Space is already a concern on campus, and the way in which this goal is related to the campus's current endeavors, such as the University Space Committee, is unaddressed.

Envisioning Graduate Education for the Future
This committee was given the charge to a) identify potential new graduate programs; b) propose support and resources for recruiting excellent and diverse students aligned with program capacity; c) propose support and resources to improve retention and "time to degree within the 5/2 funding model"; d) recommend enhanced support mechanisms for professional development for a range of career goals; and e) recommend housing options and new structures and services for graduate student well-being.

CPB appreciated how the strategic planning committee sought to build on previous work done by the Joint Working Group (JWG) on Graduate Education and the subsequent Implementation Task Force (ITF) for Inclusive Excellence in Graduate Education. CPB found that there were some useful specific and concrete suggestions made in many sections of the report, especially as it speaks to increasing financial support for graduate students via a greater number of diversity fellowships and expanded summer funding. However, we also found two aspects of the charge itself to be concerning for the ways that they seemed to be either out of step with current campus conditions or to undermine Senate faculty authority.

First, given CPB's many reviews of external reports and other planning documents, our sense is that too many truly excellent graduate programs at UCSC do not currently receive support (whether in the form of the block grant, staffing, or numbers of faculty) at levels that would allow them to truly thrive. Indeed, many such programs are old "new" initiatives that never received the support they needed to thrive. In this scenario, we recommend bolstering the resources available for existing programs over investing resources in the development of new Ph.D. or Masters programs or new initiatives like international graduate courses and online graduate programs.

Second, CPB noted that the charge specifies a goal of reducing time to degree to 5 years to better match the campus funding commitment. However, CPB notes that normative time to degree in many programs is six years for most, or seven years for some programs. Moreover, normative time is a product of faculty prerogative, disciplinary norms, and Senate approval, and is tied to the academic goals and outcomes for each program. The administrative decision to guarantee funding for 5 years should not be expected to change the academic programs designed by faculty and approved by the Senate.

Finally, we applaud the committee's recognition that "the lack of affordable housing is the number one barrier for graduate students, and indeed the campus community as a whole" and we agree that it should stand as an all-encompassing goal for the campus. CPB cannot overstate the importance of finding creative ways to map out aggressive, yet sustainable solutions to campus housing needs for all members of our community over the near and long terms. However, we think that the piecemeal solutions proposed in the report do not reflect the "all encompassing" nature of the problem. Housing issues on our campus and in the broader Santa Cruz community are systemic and interrelated, and while the individual ideas proposed in the report are laudable, we need to start viewing housing for undergraduates, graduates, faculty, and staff as part of the same ecosystem; changes in one affect the others, and only a holistic campus wide approach will solve the issue. Any approach we take, however, must be developed in relation to a clear set of targets and goals, which the report does not provide.

CPB also advocates the need to think bigger. The campus needs big ideas that take advantage of the significant purchasing power and political leverage of the University of California, and set UCSC on a pathway towards housing affordability for all members of the campus community. Such big ideas might include the purchase or construction of UCSC housing in satellite communities such as Watsonville, alongside the creation of transportation networks providing regular access to the UCSC campus. Others might include adopting equity sharing programs for faculty/staff home buying that leverage the significant expenditures the campus is already making in programs like the ZIP loan, so that the university can recapture market share and reinvest it in housing solutions for the campus community as a whole. Others might include indexing student housing to *undermarket* rents, rather than market rents, which are already unaffordable for students and the Santa Cruz community alike. Time is of the essence. The exponential growth in housing costs has temporarily slowed. Now is the time to act.

Distinction in Research, Scholarly, and Creative Activities
The *Distinction in Research, Creative, and Scholarly Activities* subcommittee was asked to address several focus areas, including identification of new emerging areas of research, potential existing barriers, identification cross cutting/multidisciplinary research themes, and identification of ways

to better support faculty. To address these areas the Subcommittee broke into three working groups: 1) Areas of Research Excellence, 2) Support research excellence (including addressing potential barriers), 3) Recognition of Research Excellence. Several important sub-themes came up in discussions with stakeholders, in particular: infrastructure (space, power supply), faculty review process (how to value invisible labor or contributions at the intersection of research, teaching and service) and lack of staff support (faculty repeatedly expressed frustration at the way their time is spent on administrative tasks).

In the last 20 years the campus has generated two major bottom-up academic/strategic research plans in 2008 and in 2017-2021. These planning efforts were intellectually rich and generative. However, with the abrupt departure of CP/EVC Tromp, the campus was left without guidance on how to implement the three overly-broad thematic areas discussed in the 2017-2021 strategic planning, i.e., "Earth Futures", "Digital Interventions" and "Justice in a Changing World". These thematic areas produced more recommendations that campus could successfully follow up on. Moreover, many felt that the Humanities and the Arts divisions were systematically ignored by these thematic areas. The 2017-2021 strategic planning had little explicit prioritization of goals. This yielded fuzzy actionable plans which resulted in unclear directions to move forward.

CPB feels that such lack of prioritization is also a feature of the *Distinction in Research, Scholarly and Creative Activities* report. Overall there are nine goals/objectives listed, some of which have a multitude of recommendations. The goals are not prioritized nor are the recommendations. In CPB's opinion, this is detrimental to the planning process. Hence, more work needs to be done on prioritizing goals and recommendations into an effective actionable plan. This can be formulated by critically examining what did not work in previous strategic plans and, more importantly, by establishing a list of priorities for what would be in the best interest of our campus moving forward.

As mentioned above, the subcommittee report indicated it was not aware, or not provided sufficient information to deliberate on such priorities. For instance, was the Subcommittee aware of ongoing campus efforts on space management, data centers and computing? More generally, was the Subcommittee sufficiently informed on ongoing campus efforts in different areas related to research, scholarly and creative activities prior to discussing in close sections and writing their report?

An important recommendation made by the subcommittee relates to the external review process of departments, specifically the role of the external review committee (ERC) and the ERC report. The subcommittee noted that that review process is "largely inwardly focused" and not sufficiently external, i.e., that there is a need for an "external comparative view of the campus." This is a surprising claim, since ERC committees are always made of outstanding and well-established faculty from top Universities in the country. The ERC report is of utmost importance for decision making related to a department, and it needs to be taken seriously. For departments and programs that are struggling, the ERC process provides an outside perspective as to whether the problems source from within a program, from insufficient support from divisional leadership or the center, or some combination of both. It is within the purview of the administration to allocate resources and/or to throttle the resources of certain departments, programs, or programs within a department.

The subcommittee also commented on various aspects of attraction and retention of faculty and staff, which is key for a proper functioning of our campus. As mentioned above, CPB notes that the major obstacle for UCSC employees is affordable housing. Another subcommittee recommendation is to revise pay-related practices that encourage job-hopping. CPB believes that this is a key point that affects several key offices at UCSC and the proper functioning of the university at large. In particular, it affects the Office of Research, which in CPB's opinion should be strengthened significantly and stabilized.

Some recommendations made by the subcommittee come close to trespassing shared governance. The recommendation to revise the merit review process and broaden conceptions of research steps into DCAP and CAP purview. Reducing the amount of time spent on merit reviews can undermine the fairness of the review process and should not be pursued. CPB appreciates the exploration of holistic review and encourages engaged conversation with Senate and faculty about such matters.

Finally, CPB would like to offer some critical thinking on the recommendation to reduce time spent by UCSC faculty in the classroom so that faculty can reclaim time for research. It is not the time spent in the classroom that is detrimental for reclaiming time for research. The main issue is how to restructure teaching to maximize resource allocation and effectiveness. For instance, teaching large undergraduate courses effectively requires significant training in inclusive pedagogy. Faculty engaged in extramurally funded research may not have sufficient bandwidth to properly develop appropriate teaching practices for large undergraduate courses. At the same time, faculty with long standing expertise in large undergraduate teaching may not have time or skills to develop graduate courses on advanced topics of current interest.

Inclusive and Thriving Campus Community
As reflected in the charge, the ITCC committee's work was focused on the campus's fundamental principles and values relating to diversity and inclusion, with particular attention to identifying issues and activities that continue to represent ongoing needs and goals for the campus. In many respects, this committee's report highlights current activities and aspirations that are priorities, while noting that they have not yet been fully addressed and require continued support and attention.

Many of the observations and suggestions relate to coordinating efforts and reducing duplication of effort across campus, thereby increasing efficiency around shared efforts and programs.

CPB is pleased to see that the ITCC committee has engaged with Senate initiatives and priorities. In particular, the inventory tools and activities alluded to in Charges 2 and 3 continue the work from SEC (under then-Senate Chair Kim Lau) and CAAD from 2020. CPB agrees with the ongoing need for this activity, given that the campus cannot identify how to invest resources until we know what activities and resources already exist on campus. We agree that such an inventory tool would be invaluable for the campus, especially for identifying the safety nets and resources available to students, staff, and faculty.

In our review of the document, CPB identified several questions and areas that could deserve further elaboration:

1. There will undoubtedly be labor costs associated with gaining DEI expertise, both for individuals and for the campus as a whole, and with sharing that expertise. How are those costs different and differently rewarded for faculty and staff?
2. What will be the costs associated with adding necessary space and time to accommodate and enable DEI efforts?
3. What will be the costs associated with doing the efficiency work, including integrating efforts and supporting collaborations, while not replacing or subsuming existing programs?
4. What will be the costs associated with revamping training programs?
5. We note that the document's focus on diversity and inclusion did not include much attention to disability and related resources. We strongly advocate that disability support needs to be part of the diversity and inclusion approaches.

Climate Change, Sustainability, and Resilience

This committee defined its charge as focusing on climate resilience and climate justice, i.e. "It was determined that two primary concepts would undergird the committee's work: climate resilience and climate justice" with fairly specific definitions of those terms. CPB notes that extraordinary effort went into reaching out to the community at multiple levels, summarized by the statement that "Overall, our engagements gathered feedback from approximately 778 campus community members."

The final report identified 7 goals, with defined metrics for each goal and contextual information for each goal. The committee addressed all of the charges, but some rather superficially. There are many useful recommendations in the document. CPB notes that many of the goals require implementation and transparent reporting of a Sustainability and Climate Action Plan and CPB concurs that transparent implementation and ongoing reporting of metrics would benefit the campus.

A weakness of this report is that generally, the report isolates UCSC from other relevant entities, particularly the UC initiatives and mandates, and any real engagement with the local, state, federal, etc. initiatives and goals. For example, there is no reference or background for proposed initiatives that are mirrored at the UC level, such as the UC Carbon Neutrality Initiative. The more lofty goal of the development of a Center for Climate Justice (with multiple cluster hires, etc.) would need to be further developed to articulate what the point is, who the stakeholders are, what is considered "success", and how it is sustained. The call for "more extramural funding" is so vague that it doesn't provide any useful guidance on how to accomplish the task.

CPB notes that three of the bolder initiatives would require more engagement with the Academic Senate, campus leadership, and the community:

- Establish a core climate curriculum. This overlaps with multiple Senate committees, has potential impacts on time to degree and student success, and potentially infringes on the autonomy of departments and Divisions in establishing curricula.

- Establish a Center for Climate Justice. This needs to be socialized and agreed upon by a majority of the campus, and there needs to be thought about how UCSC becomes recognized as leaders in the area, with corresponding external funding. How does it connect

to existing initiatives such as the UC/UCSC Coastal Climate Resilience initiative and Climate Action Initiative? How do the multiple (possible cluster) hires fit into existing Divisional FTE plans?

- Establish a formal relationship with the Amah Mutsun Tribal Band. This should include a dialog with both UC and local (city, county) partners, as UCSC could be a leader and role model in engaging native tribes if done properly.

Overall CPB acknowledges the considerable effort that went into this report, but notes the missed opportunity to more clearly frame campus goals and best practices within a larger context. UCSC can and should be leaders in the area of climate change, resilience, and sustainability but this cannot happen in isolation.

Conclusion
CPB appreciates the opportunity to review these reports. CPB requests the administration to communicate next steps. If the administration is going to develop these reports into a strategic academic plan that focuses resources onto key areas of strength and/or growth, CPB believes that the opportunity to review such a plan and the basis of the prioritization process falls within our purview, and underscores that our analysis would be non-partisan.

Sincerely,

Dard Neuman, Chair
Committee on Planning and Budget

cc: Matthew Mednick, Executive Director, Academic Senate

June 26, 2023

Patty Gallagher, Chair
Academic Senate

Re: Leading the Change: UCSC Strategic Planning draft

Dear Chair Gallagher,

The Committee on Faculty Research Lecture (CFRL) thanks you for inviting comments on the draft report and recommendations on Leading the Change Strategic Academic Plans. The reports are very thoughtful.

As you know, reviewing the Strategic Plan Reports was optional for the Committee on the Faculty Research Lecture, which I chair. Since we had finished our meetings for the year by the time the invitation went out, I am responding as an individual, with comments that focus on five ideas relevant to Faculty. My comments have to do with the reports of two of the committees: Undergraduate Education, and Research and Scholarly Activities.

Undergraduate Education Committee

1. Regarding the goal of increasing experiential educational opportunities: (page 9)

The report seems to overlook the tremendous opportunities to ***increase experiential learning within the curriculum*** itself, and to protect the already-existing experiential learning in classes in overenrolled departments.

Some courses already utilize experiential learning.   More courses could do this with encouragement and resources. This could be done in courses at all sizes, but would be deeper and more effective in courses less than about 60 students.

However, the pressures to increase class size in highly subscribed majors (such as psychology) are pushing out excellent experiential learning opportunities with a long history of success.

Experiential learning is well-known as an important tool for learning in academic courses. An added advantage of increasing experiential learning within courses would be for faculty to get to know students, which would help student learning in the classes, add to a sense of belonging in the class, decrease cheating, and would yield much stronger letters of recommendation for students' applications to graduate school or jobs.

Supporting experiential learning in courses would make use of faculty expertise and commitment, without needing an administrative layer.

It would also likely support graduate student learning and employment, in valuable TAships.

Distinction in Research and Scholarly Activities Committee

2. Regarding Working Group 1 - Areas of Excellence

It could be useful information for strategic planning regarding areas of excellence to ***collect information from the Themed Academic Working Groups*** that were proposed in the 2017-2021 strategic planning, to ask what resulted from their work on the particular theme. Even the TAWGs that were not voted as among the top 8 (https://drive.google.com/drive/u/0/folders/1NLPdnT8LbgTJOx3CHUPJ1gASValUzwuE) may have developed into something valuable along the lines of their proposal.

In addition, some of the TAWGs have had recognized success (e.g., *The Future of Earth and Humanity, Global and Community Health, and Advancing Learning Sciences for a New Generation)*.

For example the TAWG: Advancing Learning Sciences for a New Generation, which was renamed New Gen Learning (NGL), has been functioning for 4 years. NGL is a research consortium with an interdisciplinary core faculty of 12 and several dozen graduate students. The consortium focuses on research on strengths for learning and ways of fostering them among children and students from underserved cultural backgrounds. The consortium has won grants, published articles, created videos for broad audiences, and supported several dozen grad students with 1-quarter GSRs and coauthorship on publications. (See https://transform.ucsc.edu/work/newgenlearning/). It has also created an interdisciplinary sense of belonging, which sustained grad students and faculty through these 4 years. (The NGL consortium is directed by Su-hua Wang, with Barbara Rogoff and Cynthia Lewis as co-directors.) This year, four postdoctoral affiliates joined the consortium, and in the coming year, plans are to expand to include some non-UCSC colleagues.

It could be valuable for campus planning to know what other successes have emerged from the TAWGs, and which faculty-led groups have sustained and grown interest since the TAWGs were proposed.

3. Regarding faculty excellence and resources

During the deliberations of the Committee on the Faculty Research Lecture, we discuss the outstanding careers and potential of UCSC faculty at Professor Step 6 and above, as Research Lecture awardees. One of the challenges in the deliberations is that we always have more

outstanding faculty than there are spots for Lectures. Given that the Lecturer cannot be Emeritus, we often miss outstanding Lecturers when they retire.

This situation has made me reflect on the possibility that the campus could make **better use of outstanding Emeriti Professors** who are still active nationally and internationally in research and scholarship. The campus could make targeted invitations to Emeriti to continue to play active roles in Centers and Institutes and interdisciplinary research and scholarly activities. The experience and wisdom and networks gained across their careers by retired faculty sustain national and international organizations (such as the American Academy of Arts and Sciences, and the National Academy of Education). UCSC too could welcome and invite the continued (and potentially transformed) involvement of leading faculty post-retirement, in campus research and scholarly work. (Also, in mentoring.) Active Emeriti are a relatively untapped resource, with deep understanding of UCSC and continuing leadership in research, scholarship, and direction of their fields.

4. Regarding Goal 3 (Engagement), Recommendation 6

In addition to open-access publishing, researchers need assistance with creating and maintaining **effective research websites**. This would be an inexpensive way to promote awareness of UCSC's research and scholarship, and would help in recruiting outstanding grad students.

It could also provide employment to students, to serve as the website support system for faculty websites.

5. Regarding Goal 8 (Spaces for exchange of ideas and research collaboration), Recommendation 3 (a conference center and support staff)

In addition to creating a conference center and staff to support conferences beyond existing research centers, it would be valuable for the campus to **make dorm space available for conference attendees** during the summer. This would leverage existing locales, provide income to campus, and publicize UCSC's attractiveness for future recruitments of faculty and students.

I hope that my comments are of some use.

Sincerely,
/s/
Barbara Rogoff, Chair
Committee on Faculty Research Lecture

June 13, 2023

Patty Gallagher, Chair
Academic Senate

RE: Leading the Change (Strategic Plan): *Envisioning Graduate Education for the Future*

Dear Patty,

At its meeting of May 18, 2023, and with *ex-officio* member Biehl recused, Graduate Council reviewed the updated draft of *Envisioning Graduate Education for the Future* (EGEF), one of five sections in the "Leading the Change: The UC Santa Cruz Strategic Plan." GC is pleased and gratified to see that some of the recommendations from our memo of April 12, 2023 have been incorporated. GC appreciates this visioning and planning effort, which is important for supporting, strengthening, and enhancing the quality and impact of UCSC's graduate programs and students. GC also commends the EGEF team for planning for graduate education in the context of its importance to UC and the State of California, and with consideration that this effort follows closely on numerous others, UC-wide and UCSC-specific, that have documented the importance of the graduate mission (programs, students, faculty, researchers) for achieving critical system and campus goals. The EGEF report also notes that a recent (3/10/23) detailed analysis by the Implementation Task Force (ITF), as follow-up to the Joint Senate-Administration Working Group on Graduate Education, offers specific and actionable steps that are essential if UCSC's graduate mission is to thrive going forward.

The current document is successful in highlighting important issues for graduate education, but remains confusing in places, and the overall organization is difficult to follow. In particular, GC notes these areas that would benefit from revision:

(1) The section titled, "Executive Summary of Recommendations" begins with three paragraphs that state overview concepts and goals. It would be better if this section was restricted to presenting a short, direct set of recommendations. The recommendations themselves should be revised to be in a more declarative format, for example:
"Providing programs and opportunities for professional development so that graduate students can achieve their career aspirations."
Should be revised to read:
"Provide programs and opportunities for professional development so that graduate students can achieve their career aspirations."

Some of these are not really recommendations. Rather, they read more like visioning or statements of broad objectives, e.g., "Recruiting outstanding graduate students and providing them with transformative education based on academic program outcomes that prepare them for future success."

GC agrees with this goal, but arguably it has been what folks have been doing or attempting to do for decades. It is unclear how it stands out as an actionable "recommendation."

(2) The Charge that follows Recommendations probably belongs (in abbreviated form) in the Introduction, could be revised to be Introduction and Charge, and that section could follow the Executive Summary of Recommendations so that the most important information is at the top of the document.

(3) The section titled, "Findings and Recommendations" is mainly a summary of selected survey results. The section might be retitled, "Findings from a Survey of Current UCSC Graduate Students." Much of this

material belongs in an appendix - the focus of the Strategic Plan should be on the *plan*, not on how people answered questions in a survey. Some of the key findings could be summarized in a very brief table or set of short bullet points, but this section rambles and mixes larger and more granular issues and topics, and does not clearly link to specific recommendations and actions.

The figures on p. 16, 25, 28, and 34 are especially confusing. These mainly list statements made by individuals (presumably as part of the survey), organized in a jumble of colored dots (the meaning of which is unclear) and dotted lines. Some of the ideas and statements are important, but they do not represent strategic planning, and some are difficult to interpret (e.g., "Threat is a structural concern. Is the threat new or as a result of new pay negotiations" and "Faculty need to decide what can be done online; but there's interest in having online options - not sure to what degree they should be online" and "Concerns about Fresh Air funding pegged to undergrad enrollment..."). There is nothing wrong with listing some individual responses, but these figures don't provide clarity or a direction to make progress. These figures, if they are included at all, belong in an appendix.

The appendix should include more information about the survey, how it was constructed, what the questions were, what response rates were for different groups, etc. Otherwise, these are observations and recommendations by individuals, but it is not clear if they are representative of specific groups (PhD students, what divisions, etc.). UCSC graduate programs are highly heterogeneous in students, goals, methods, disciplines, needs, levels of success, etc. Summaries for the campus, based on incomplete sampling, are much less actionable than would be assessments developed in the context of specific programs.

The figures on p. 10, 11, and 13 are also presumably based on a survey, but this is not clearly stated.

(4) The section on Goals and Metrics is inconsistent in layout and unclear in places. The introduction is too long - it would be more effective if the first text in this section were associated with Goal 1A - at this point, the reader does not need an introduction to a section of the plan.

Some goals are listed as gerunds, and others are directives: identifying versus identify, providing versus provide.

Goal 1A lists goals but no metrics. Goal 1B lists metrics, but some of them are actually goals, e.g., "Five-Year Funding Commitment and ASE, GSR, and GSI support." Why is Goal 2B listed and discussed, and then Goal 2B1 and 2B2? Are these part of Goal 2B or separate from it? In either case, if they merit being broken out, just make them separate goals.

Goal 2 begins with discussions of the meanings of equity, excellence, and diversity. It would be better to go more quickly to the goals.

For Goal 2B1, a conference is not a metric. Presumably this is an activity that would help to achieve an important goal.

Goal 3 is titled, "Revise Existing and Develop New Graduate Programs in Strategic Areas," but all of the subgoals and associated metrics are focused on new programs. The lack of emphasis on supporting and strengthening existing programs remains discouraging.
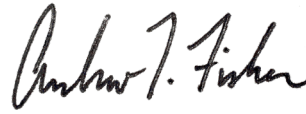
GC is also skeptical that there are fundamental, structural barriers to interdisciplinary programs - there are many such programs on campus, and faculty and others work with each other based on mutual interest, not

department or divisional assignment. More to the point, there is little evidence that a lack of interdisciplinary programs is what is holding UCSC back from achieving excellence in graduate education.

The titles of Goals 1 and 4 are not clearly different, although their emphasis in detail is different. The first focuses more on salary and tuition support, whereas Goal 4 is more about student welfare. Consider retitling for clarity.

GC appreciates the opportunity to offer comments on this plan and would be happy to review revised documents.

Sincerely,

Andrew T. Fisher, Chair
Graduate Council

May 25, 2023

PATTY GALLAGHER, Chair
Academic Senate, Santa Cruz Division

Re: Strategic Planning

Dear Patty,

During its meeting of May 15, 2023, the Committee on Rules, Jurisdiction, and Elections (CRJE)
reviewed the Draft Report and Recommendations of the Unparalleled Undergraduate Education and Student
Experience Committee (dated April 21, 2023).

CRJE agrees with all four goals contained in the Draft Report. We are pleased to note that all four goals are
actionable (subject to available funding), and that they meet the opportunities and objectives set out in the self-
study report produced by the colleges in Fall 2022.

However, CRJE is concerned that the Draft Report amply discusses Diversity, Equity, and Inclusion (DEI)
concerns but makes no reference to scholarly rigor and excellence. The initiative is to be commended for its
intention to support historically marginalized students; yet CRJE is concerned that some aspects might erode
academic standards - the core principles of the university's mission.

For example, CRJE was concerned by footnote 1 on page 5, which suggests that decisions about elective courses
should be based on student surveys. Further, the document states: "Experiential learning should not be a
requirement, rather a pillar of the undergraduate student experience" (page 12). On that basis, however, CRJE
disagrees that "the experiential learning experience would need to be administered in such a way that it did not
add undue burden or stress on an already busy academic schedule" (page 12). It seems inevitable that
experiential learning would add to "already busy academic schedule[s]", since it involves additional learning
opportunities; CRJE does not see the problem with offering such additional opportunities, especially as long as
they are not a requirement.

Finally, CRJE would like more clarity on the implications of the fourth goal, which pertains to the creation of
additional lounge space. Without denying the need for such spaces, CRJE is perplexed because UCSC libraries
have been reshaped over the last decade precisely to accommodate more lounge space. This tradeoff has not
been easy, and has deprived faculty and students of important study and references spaces. If the Draft Report
advocates for a reconfiguration of lounge space on campus, CRJE hopes that some study and references spaces
will be returned to the libraries.

Thank you for the opportunity to comment on the Draft Report and Recommendations of the Unparalleled
Undergraduate Education and Student Experience Committee.

Sincerely
/s/
Eleonora Pasotti, Chair
Committee on Rules, Jurisdiction, and Elections

cc: Kirsten Silva Gruesz, Chair, Committee on Affirmative Action and Diversity (CAAD)
        Roger Schoenman, Chair, Committee on Academic Freedom (CAF)

Laura Giuliano, Chair, Committee on Admissions and Financial Aid (CAFA)
Stefano Profumo, Chair, Committee on Academic Personnel (CAP)
Steven Ritz, Chair, Committee on Career Advising (CCA)
David Harrison, Chair, Committee on Courses of Instruction (CCI)
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Michael Hance, Chair, Committee on Research (COR)
Catherine Jones, Chair, Committee on Teaching (COT)
Dard Neuman, Chair, Committee on Planning and Budget (CPB)
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Andy Fisher, Chair, Graduate Council (GC)