April 7, 2023

HERBERT LEE
Vice Provost for Academic Affairs

**Re:  WASC Theme Proposal Draft**

Dear Herbie,

The Academic Senate has reviewed the draft proposal themes for the WASC accreditation process with the committees on Affirmative Action and Diversity (CAAD), Educational Policy (CEP), International Education (CIE), Library and Scholarly Communication (COLASC), Teaching (COT) and Graduate Council (GC) responding.  The majority of our committees (CAAD, CEP and COT) agreed that the proposed themes were reflective of our campus values. CAAD "applauds the ways that the two principal themes, 'student success' and an 'inclusive and thriving campus climate' are presented here as significant and mutually reinforcing campus goals."

While there was significant enthusiasm for the proposed themes, GC posed inherent questions about whether graduate students had been included and aligned with their undergraduate counterparts in the proposed draft.  GC remarked on this absence when commenting, "There is an assertion that 'the participation of undergraduates in UC's research mission is highly valued at UC Santa Cruz,' but there is no mention of the roles that graduate students play in helping to achieve research excellence in multiple fields." Additionally, Council asserts that the framework and theme of student success should be expanding beyond "improving retention and graduation rates and closing equity gaps" to include how "'student success' in graduate programs should also acknowledge the *quality of research and creative activity* generated by graduate students, often in collaboration with faculty, researchers, and others."  Ultimately, for the two principal themes to be realized at UC Santa Cruz, the proposal should aspire to achieve parity and equity in discussions pertaining to both undergraduate *and* graduate students.

Our Senate committees additionally raised concerns that sought to encourage our campus to think more critically and expansively toward our diverse student population. CIE raised an important distinction of how identities and experiences of diverse international students can differ from domestic students and thus recommended, "that all data gathered on student success, including equity gaps in graduation and retention rates, be disaggregated so that it is possible to directly compare the experience of international and domestic students." They further advise "the draft document to explicitly consider the experience of undocumented students, both how to ensure the success of these students and how to promote their sense of inclusion and belonging on campus as students who are denied the security enjoyed by other domestic students." COT further recommended that when discussing UC Santa Cruz's AANAPISI status, a further sentence could be added (Section 4c).

Finally, COLASC identified several integral resources and units, such as the library, that were not included in the draft proposal but provides support for undergraduate and graduate students in support student success and an inclusive campus. They recommend including examples of experiential learning that contribute to overall students both within and beyond the classroom such as the active learning classroom, the Digital Scholarship Commons, the Digital

Scholarship Innovation Studio, and the Digital Instruction Project. They further pointed out the multiple staff positions in the library that are instrumental in pedagogical support for instructor and students.

The Academic Senate appreciates the opportunity to provide feedback regarding this important review considering the impact this has for our university and hopes that our recommendations for further expanding those to be identified and included in the draft proposal is productive and helpful. Our committees look forward to continued strong communication from campus leadership in regards to the process and implementation of reaccreditation and the roles and responsibilities for our campus.


Sincerely,

*P. Gallagher*

Patty Gallagher, Chair
Academic Senate


Encl:   Senate Committee Responses

cc:     Sylvanna Falcón, Chair, Committee on Affirmative Action and Diversity
        David Lee Cuthbert, Chair, Committee on Educational Policy
        Kent Eaton, Chair, Committee on International Education
        Abraham Stone, Chair, Committee on Library and Scholarly Communication
        Catherine Jones, Chair, Committee on Teaching
        Andrew Fisher, Chair, Graduate Council
        Matthew Mednick, Executive Director, Academic Senate
        Peter Biehl, Vice Provost and Dean of Graduate Studies
        Richard Hughey, Vice Provost and Dean of Undergraduate Education
        Alex Brondarbit, Academic Planning Analyst
        Andrea Cohen, Director of Strategy and Chief of Staff, Academic Affairs
        Julian Fernald, Director, Institutional Research, Assessment, And Policy Studies
        Anna Sher, Director of Assessment and Survey Research

March 15, 2023

Patty Gallagher, Chair
Academic Senate

**Re: WASC Theme Proposal Draft**

Dear Patty,

The Committee on Affirmative Action and Diversity (CAAD) has reviewed the proposed themes for the upcoming WASC accreditation review. CAAD applauds the way that the two principal themes, "student success" and "an inclusive and thriving campus climate," are presented here as significant and mutually reinforcing campus goals. The importance of centering equity and access has long been a note sounded in CAAD communications.

Because the terms of the WASC accreditation process can seem obscure or managerial to faculty not directly involved in the process, CAAD encourages campus leadership to convey its importance in non-technical terms to various campus constituencies. The specific standards listed on p. 5 of the draft document are good examples of clear goals that are being acted upon in measurable ways.

Sincerely,

Kirsten Silva Gruesz, Chair
Committee on Affirmative Action and Diversity

cc:  David Lee Cuthbert, Chair, Committee on Educational Policy
Kate Jones, Chair, Committee on Teaching
Andrew Fisher, Chair, Graduate Council
Dard Neuman, Chair, Committee on Planning and Budget
Senate Executive Committee
Kent Eaton, Chair, Committee on International Education
Abraham Stone, Chair, Committee on Library and Scholarly Communication

March 16, 2023

Patty Gallagher, Chair
Academic Senate, Santa Cruz

**Re:  WASC Theme Proposal Draft**

Dear Patty,

The Committee on Educational Policy (CEP) has reviewed the proposed themes for the WASC accreditation and finds them appropriate and reflective of the University's direction and potential. We look forward to seeing how these themes lead to broader questions about the University's path.

Sincerely,

David Lee Cuthbert, Chair
Committee on Educational Policy

cc:    Andrew Fisher, Chair, Graduate Council
       Dard Neuman, Chair, Committee on Planning and Budget
       Senate Executive Committee
       Kirsten Silva Gruesz, Chair, Committee on Affirmative Action and Diversity
       Kent Eaton, Chair, Committee on International Education
       Abraham Stone, Chair, Committee on Library and Scholarly Communication
       Catherine Jones, Chair, Committee on Teaching

March 8, 2023

Patty Gallagher, Chair
Academic Senate

**RE: WASC Themes Proposal Draft**

Dear Patty,

CIE appreciates the opportunity to review the "Themes in Development" document that has been developed as part of UCSC's reaccreditation process. We note that both of the themes selected resonate in particular ways with the two student populations that we are most concerned with as a committee: international students (undergraduate and graduate) who have enrolled here at UCSC, and domestic students whom we hope to encourage to participate in a range of global education opportunities.

As noted in the draft, 6% of the students who are enrolled at UCSC are international students, and we were pleased to see that, if successful, many of the CFRs identified should help boost the success of these students, including "valuing existing knowledge that students bring from different backgrounds," and paying "specific attention to students from diverse groups." Ensuring the success of international students means paying attention to uncovering and addressing the specific challenges they often face in adjusting to academic and student life when they arrive on campus from abroad (including having a dedicated space for international students to meet and support each other). We think it is important that all data gathered on student success, including equity gaps in graduation and retention rates, be disaggregated so that it is possible to directly compare the experience of international and domestic students. As we push to further diversify the international students who enroll here (both from a broader set of countries and a broader array of socioeconomic backgrounds), the work of supporting international student success will likely become more resource intensive.

With respect to the second theme, creating an inclusive campus will require that all domestic students have equal opportunities to participate in global education. Traditionally, and for a variety of reasons, it has been harder for students from underrepresented groups and minoritized populations to participate in UC's Education Abroad Program, a pattern that we hope to reverse. As compared to EAP, some UC campuses report that students from underrepresented groups are more likely to participate in campus-specific global seminars led by professors with whom these students may be familiar. Also, our hope is that, as UCSC shifts from a model in which EAP was the only global educational opportunity to a more diverse set of options including Global Classrooms (in which our students interact remotely with students at universities abroad), it will be possible for a more diverse set of students to incorporate some form of global education into their programs of study.

Finally, the members of CIE believe it is important for the draft document to explicitly consider the experience of undocumented students, both how to ensure the success of these students and how to promote their sense of inclusion and belonging on campus as students who are denied the security enjoyed by other domestic students.

Sincerely,
/s/
Kent Eaton, Chair
Committee on International Education

cc:     CAAD Chair Silva Gruesz
        CEP Chair Cuthbert

COLASC Chair Stone
COT Chair Jones
CPB Chair Neuman
GC Chair Fisher

March 17, 2023

Patty Gallagher, Chair
Academic Senate

**RE: WASC Theme Proposal Draft**

Dear Patty,

The Committee on Library and Scholarly Communication has reviewed the draft UC Santa Cruz Proposed Themes for WASC reaccreditation. The committee notes that the document focuses largely on efforts by faculty, departmental staff, and upper administration, thus understating the contribution of other units, including especially the University Library.

Specifically, in section *4a. What is going to be undertaken?* of the UC Santa Cruz Proposed Themes draft, COLASC recommends including examples of experiential learning that contribute to overall student success. While the current draft focuses on curricular and faculty contributions to student learning, it omits the Library's and other units' support for undergraduate and graduate students both within and beyond the classroom. With regard to UCSC Libraries, this includes the restructuring of library space via the creation of the Digital Scholarship Commons at McHenry Library, as well as the Digital Scholarship Innovation Studio and the university's only active learning classroom. It also includes persistent efforts to democratize knowledge production and dispersion via the support and funding for open access publishing, an online library, and workshops for graduate students. Moreover, the library frequently supports and collaborates with curricular units via the Digital Instruction Project, in-class workshops on data access and information literacy, the creation of individualized course pages tailored to disciplinary research needs, and constant availability for scheduled or drop-in student support.

The Library has recently created several new positions which underline its commitment to improving information literacy. Laura Aguilera, our newly hired Undergraduate Engagement Librarian, is at work helping to shape the first-year experience, exploring how the library can help introduce new students (especially first generation and minoritized students) to academia. In addition, Sheila García Mazari has recently started work as Online Learning Librarian, whose duties will include reimagining the library's asynchronous pedagogical support of the UCSC Writing Program and other high-impact undergraduate courses and programs and spearheading wider library efforts to develop engaging, reusable, course-neutral instructional content about information literacy, library research skills, and other topics in support of lower-division learners. Finally, the Library is currently recruiting for the position of Open Educational Resources Librarian.

The Library also makes distinctive contributions to the goals of diversity, equity, inclusion, and belonging (DEIB). A recent striking example is the hire of Rebecca Hernandez (former director of UC Santa Cruz's American Indian Resource Center) to the new position of Community Archivist, is an important case in point. Hernandez will work in partnership with local communities, especially traditionally underrepresented communities, to support the preservation of community history. UC Santa Cruz is one of the first academic institutions in the country to establish a permanent position of this kind.

Sincerely,

Abe Stone, Chair
Committee on Library and Scholarly Communication

Cc:    Kirsten Silva Gruesz, Chair, Committee on Affirmative Action and Diversity
David Lee Cuthbert, Chair, Committee on Educational Policy
Andrew Fisher, Chair, Graduate Council
Kent Eaton, Chair, Committee on International Education
Dard Neuman, Chair, Committee on Planning and Budget
Kate Jones, Chair, Committee on Teaching
Senate Executive Committee

March 13, 2023

Patty Gallagher, Chair
Academic Senate, Santa Cruz Division

**Re:  WASC Theme Proposal Draft**

Dear Patty,

The Committee on Teaching (COT) has reviewed the Thematic Pathway for Reaffirmation for WASC reaccreditation process and offers this in response to the request for feedback from the Vice Provost for Academic Affairs Herbert Lee. In the absence of specific questions or concerns for the feedback, we offer these observations.

The themes of "student success" and an "an inclusive and thriving campus climate" are capacious and directly tied to UC Santa Cruz's commitments and the priorities of the WASC reaccreditation process. In section 4A the report identifies department/program level assessment of learning outcomes as a key mechanism for evaluating student success. Do you anticipate that departments or programs may need to modify existing PLOs to capture the areas of priority identified in the proposal? If so, is there a strategy for communicating this to departments and supporting any necessary adjustments?

We appreciate the reflection on UC Santa Cruz's HSI and AANAPISI status. We suggest that a sentence discussing the importance of AANAPISI status be added to section 4c on "Why is it important for the institution to conduct this work (the rationale)?

Sincerely,

Catherine A. Jones

Catherine Jones, Chair
Committee on Teaching

cc:     David Lee Cuthbert, Chair, Committee on Educational Policy
        Andrew Fisher, Chair, Graduate Council
        Dard Neuman, Chair, Committee on Planning and Budget
        Senate Executive Committee
        Kirsten Silva Gruesz, Chair, Committee on Affirmative Action and Diversity
        Kent Eaton, Chair, Committee on International Education
        Abraham Stone, Chair, Committee on Library and Scholarly Communication

April 3, 2023

Patty Gallagher, Chair
Academic Senate

**RE: WASC Themes Draft Proposal**

Dear Patty,

Graduate Council has reviewed the campus draft proposal for themes for the WASC re-accreditation process. Two themes articulated in the draft are: 1) student success, and 2) an inclusive and thriving campus climate. Chancellor Larive has selected the themes based on recommendations of the campus WASC Steering Committee, and informed by previous Senate consultation.

Graduate Council has two main concerns with the draft proposal for WASC themes. First, graduate programs and students are not significantly identified as being a priority for the campus beyond being referred to along with undergraduate programs and students ("undergraduate and graduate students"). This gives the impression that graduate and undergraduate missions, needs, and criteria for evaluation of success are little different, eliding profound differences involving teaching, mentoring, collaboration in research, and professional development. There is an assertion that "the participation of undergraduates in UC's research mission is highly valued at UC Santa Cruz," but there is no mention of the roles that graduate students play in helping to achieve research excellence in multiple fields. There is no discussion of discoveries and creative breakthroughs made by graduate students. The repeated emphasis on the undergraduate mission, and omission of significant discussion of the graduate mission, might be interpreted to indicate that the campus has found an appropriate balance in emphasis between faculty effort across these two parts of the campus mission, and the undergraduate mission is the one driving campus priorities and consideration.
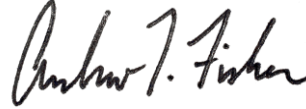
Second, the emphasis on "student success" is framed mainly in terms of "improving retention and graduation rates and closing educational equity gaps." This is a low bar and misses an opportunity for us to show some aspiration and ambition. Graduate Council agrees that retention and equity are important issues, but "student success" in graduate programs should also acknowledge the *quality of research and creative activity* generated by graduate students, often in collaboration with faculty, researchers, and others. The success of UCSC graduate research and creative activity is measured with metrics of quality and impact - how well this work is done, how much the work influences fields more broadly, and the extent to which other graduate students, researchers, and faculty follow trails blazed by UCSC graduate students as these individuals transition from students to leaders. To be blunt, the success of graduate students who complete degrees at UCSC is measured mainly in terms of the importance and influence of what they accomplish (while they finish their degrees, of course). Concern for graduate student success in terms of quality and impact might be implicit, but we suggest that it should be stated clearly as part of the description of how we will measure success. Yes, we wish to improve representation, retention, and opportunity for diverse groups, and we are simultaneously committed to being a campus where graduate students from underrepresented groups establish themselves as academic and professional leaders and have profound impacts in their fields, along with their colleagues. We should strive to advance student success and an inclusive and thriving campus climate while also creating and supporting world-class graduate programs and students.

As GC noted previously (GC re WASC/WSCUC: Request for Themes, 6/10/22) campus planning documents tend to focus on graduate education implicitly or not at all, and to focus on undergraduate education when student success is discussed. GC encourages making modest revisions to the document to better present a template for graduate student success that is ambitious and aspirational as well as inclusive

and just. While Graduate Council understands that this document is intended for the WASC reaccreditation process, GC nonetheless agrees that all our planning documents should reflect consideration of graduate education and graduate student success issues commensurate with their importance to our campus goals and the mission of the University of California.

Graduate Council appreciates the opportunity to comment on the draft themes proposal.

Sincerely,

Andrew T. Fisher, Chair
Graduate Council

cc:     CAAD Chair Falcón
        CEP Chair Cuthbert
        CIE Chair Eaton
        COLASC Chair Stone
        COT Chair Jones
        CPB Chair Neuman