

January 16, 2024

CYNTHIA LARIVE
Chancellor

RE: Leading the Change Strategic Plan Final Report

Dear Cindy,

The Academic Senate has had an opportunity to review the final report of the Leading the Change Strategic Plan. Eight committees have provided feedback on the report which we hope is useful to implementation efforts; please find their memos enclosed. The Academic Senate looks forward to continued collaboration during the implementation phase as initiatives are fleshed out and approved. Because you have included the Senate Leadership team (myself, Vice-Chair McCarthy, and CPB Chair Kudela) on the Implementation Committee we'll be able to provide timely guidance about how and when to consult with relevant Senate committees as plans roll out. Thank you for including us.

Generally, the Academic Senate applauds the aspirations of the Strategic Plan and committees are encouraged by its vision. For example, the Committee on Diversity, Equity, and Inclusion (CODEI) was pleased to see emphasis on using and building research-based best practices in equity endeavors. The Committee on Academic Freedom (CAF) was similarly impressed by the Plan's recognition of the need to support risk-taking in research.

The bulk of committee responses focused on specific concerns that they felt the final plan does not adequately address, given the complexity of the issues addressed in a relatively short time. The areas of concern primarily center around open access, space, co-curricular records, new programs including certificates, and the current state of food options on campus. The Committee on Library and Scholarly Communication (COLASC) was gravely concerned over the final report's omission of explicit commitments to open access. CAF observed that classroom infrastructure and scheduling challenges were omitted from the final report and the Committee on Education Policy (CEP) questioned the creation of commuter lounges and common spaces at a time when the campus faces dire shortages of classroom and housing space. CEP was also concerned about the staffing burden co-curricular records would produce while believing the records themselves will disadvantage working students. CEP is also currently assessing its stance toward certificates and wondered how they would help improve a sense of belonging among students. CAF questioned what effect new programs would have on existing ones that are not currently having their needs met. Regarding food on campus, CODEI is concerned that options tend to be low-nutrition, very poor quality, and over-priced, and they point out that this is potentially a DEI issue.

The response from the Committee on Development and Fundraising (CDF) is primarily informational, as it outlines the committee's plans to direct support to faculty-led projects that sit at the intersection of the Strategic Plan and the two areas where donors have significant interest in investing: (1) student success and (2) environmental justice and resilience.

Lastly, committees discussed the implementation of the Strategic Plan in their responses. Committees are eager to see details regarding specific plans for implementation. In addition to the implementation team engaging the Senate in their work, COR suggested that Senate feedback from earlier reviews of Leading the Change be shared with the implementation teams.

CAF pointed out that implementation can reshape intentions and wondered how the campus will fruitfully serve the aim of supporting risk-taking in research. Similarly, CODEI expressed concern that some goals in the plan, such as “center inclusivity in building relations with marginalized communities,” represent important values rather than a detailed strategic action plan. CODEI also asked about resourcing and workload, which were not addressed in the final report, and voiced concern that the work of implementation will fall disproportionately on certain faculty, raising the question of compensation or recognition that will be granted for this work.

Additional feedback can be found in the committee memos themselves:

Committee on Academic Freedom (CAF)	Page 3
Committee on Academic Personnel (CAP)	Page 4
Committee on Development and Fundraising (CDF)	Page 5
Committee on Education Policy (CEP)	Page 7
Committee on Faculty Welfare (CFW)	Page 8
Committee on Diversity, Equity, and Inclusion (CODEI)	Page 9
Committee on Library and Scholarly Communication (COLASC)	Page 10
Committee on Research (COR)	Page 11

Thank you for considering committee input on the Leading the Change Strategic Plan final report. We hope these materials can be provided to those working on the implementation team, and that the relevant Senate committees remain engaged as partners with the LTC leads. We look forward to collaboration in this evolving multi-year project. We feel that clear communication pathways and the continued involvement of key senate committees will result in both impactful change and wide campus acceptance of the Leading the Change project.

Sincerely,



Patty Gallagher, Chair
Academic Senate

encl: Senate Committee Responses bundle

cc: Lori Kletzer, Campus Provost and Executive Vice Chancellor
Senate Committee Chairs
Matthew Mednick, Executive Director, Academic Senate

December 11, 2023

PATTY GALLAGHER, Chair
Academic Senate, Santa Cruz Division

Re: Leading The Change Strategic Plan

Dear Patty,

We write to you after discussion of the 2022-23 draft of the UC Santa Cruz Strategic Plan. We are encouraged by the vision presented here, and find cause for optimism in many of the plan's specific elements concerning undergraduate and graduate education, the cultivation of research, including scholarship and creative work, climate action and sustainability, and nurturing our best, most just and inclusive, and most resilient community.

On the question of research in particular, the committee was particularly impressed by the plan's recognition of the need to support not only research productivity, as conventionally defined, but the need to support risk-taking; or as we put it in our committee communication of 30 June 2023, the "desire to adapt the merit review process to encourage risk taking and enable the recognition of new forms of scholarship by faculty members." The freedom to undertake unusual, unpopular, and untested research is among the central tenets of academic freedom and free intellectual inquiry; that freedom cannot be addressed merely with an assertion of rights, but must also be robustly supported. We appreciate the Strategic Plan's clear expression that risk-taking needs clearer incentivization, and, crucially, that it is indeed sometimes disincentivized (Strategic Academic Plan, "Committee Charge": Goal #5, p 50). However, we hope to see clearer expression of how the campus, and particularly the Offices of the Chancellor and EVC, might fruitfully serve that aim.

We also wish to note that some of our concerns in our CAF communication of June 30, 2023 were not addressed in the Strategic Plan. We want to reiterate those here: We expressed concern that resource allocation aspirations made "no mention of new classroom infrastructure", and that challenges associated with classroom scheduling might mitigate important student success outcomes associated with large and especially small classroom sizes. And as we asked in that communication; "we wonder how the creation of new programs is going to impact the campus when funding for existing programs is already insufficient."

Discussion on the Committee on Academic Freedom—in all of the dimensions described above—focused considerably on the question of how implementation can reshape intentions, for better as well as for worse. Implementation profoundly influences academic freedom, in its capacity to amplify risk-taking, marginalized, and otherwise crucial voices in university life. We are eager to see more detail not only on what measures will be implemented toward the goals outlined, but how those measures will be undertaken.

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

cc: Senate Committees

November 30, 2023

Patty Gallagher, Chair
Academic Senate

Re: Divisional Review – Leading the Change, Strategic Plan Final Report

Dear Patty,

CAP has had the opportunity to discuss the Leading the Change Strategic Plan Final Report as well as the responses to previous Academic Senate feedback. Given our purview, we focused our reading and discussion on the items in the report that touched on the personnel process. As the campus enters the implementation phase of this strategic planning process, CAP members expect and look forward to being consulted on any proposed changes to the personnel review process, policies, and/or associated procedures that fall under CAP's purview.

Sincerely,



Maureen Callanan
Co-Chair, Committee on Academic Personnel



Susan Gillman
Co-Chair, Committee on Academic Personnel

cc: Academic Senate Committees

December 11, 2023

PATTY GALLAGHER, Chair
Academic Senate, Santa Cruz Division

Re: Leading the Change Strategic Plan

Dear Patty,

Thank you for the opportunity to comment on the new Strategic Plan, *Leading the Change*. As our Committee is charged with promoting faculty engagement in campus fundraising and development, our comments reflect on how our the Committee on Development and Fundraising (CDF) plans to direct support to faculty-led projects, which sit at the intersection of the Strategic Plan and the donor interests as reflected by University Relations' (UR) 2023 donor interest survey.

By studying our existing donor database and conducting a preliminary survey of 6150 present and future donors (with a 20% response rate), UR was able to get a detailed look into the patterns and factors that impact our current fundraising outcomes, who is supporting our mission and why, and insights on how to strategize our fundraising campaign. While any future campaign will certainly be more broad, this preliminary analysis identified two important areas that are closely aligned with the Strategic Plan where donors had significant interest in investing:

- Student success
- Environmental resilience and justice

Our Committee focuses on these two areas as a pilot to develop cases of support, because we believe these two areas are central to the future success of our university and where we have significant strengths that are ripe for catalyzing through donor investment. We focus on these two areas because they are clearly reflected across all five pillars of the Strategic Plan. The Strategic Planning process illuminated a broad range of equity-focused, faculty-led initiatives in our campus. It also laid bare a dearth of assessment data on the impact those programs have on enhancing student success and/or environmental resilience and justice. This is particularly concerning for CDF because private donors and foundations are primarily interested in funding initiatives that build on prior clear demonstrated metrics of success. Vision is necessary but not sufficient. Demonstrated metrics of prior success are a critical risk mitigation strategy used by foundations and private donors in making funding decisions.

In preparation for the upcoming capital campaign and in response to our Senate mandate to engage with Deans and Council of Provosts to amplify faculty-led programs, we will collaborate with the UniversityRelations team to guide these campus leaders in building effective cases for support for faculty-led projects that sit at the intersection of donor interests and the Strategic Plan.

Specifically, one of our Committee's goals this year will be to ask the Deans and the Council of Provosts to identify one faculty-led project for each of the two donor priority categories identified

above. We will work with UR to provide guidance to them on how to identify faculty-led projects for which they can build an effective case of support. This will include guiding them on how to craft a compelling narrative based on assessment data that effectively backs their project priorities. Importantly, drawing on guidance from private foundations on what makes for a successful case for support, our Committee is particularly interested in supporting the Deans and Provosts in amplifying faculty-led programs with robust assessment structures demonstrating statistical impacts of success. In other words, Dean- and Provost-identified projects should be accompanied by assessment data that clearly demonstrates how the selected programs have advanced student success and/or environmental resilience and justice.

CDF's year-end report will highlight both the process and the outcomes of this engagement exercise. After the report is shared, we plan as part of our committee work next year to have an open call for our campus community to share with both CDF and University Relations any faculty-led programs that are closely aligned with the Strategic Plan and donor interests identified above, which may have not been highlighted by the Deans and Provosts.

Signed,

Committee on Development And Fundraising

Shiva Abbaszadeh

Sikina Jinnah

Vilashini Cooppan

Mayanthi Fernando

Mark Davis, Vice Chancellor for University Relations, sits with

Priya Mehta, Associate Vice Chancellor for Development, sits with

Enrico Ramirez Ruiz, Chair

cc: Senate Committees

December 7, 2023

PATTY GALLAGHER, Chair
Academic Senate

Re: Leading the Change Strategic Plan Final Report

Dear Patty,

The Committee on Educational Policy (CEP) has reviewed the Leading the Change Strategic Plan final report.

Generally, little to no response was given to CEP's previous concerns. Faculty and the role of courses in shaping undergraduate education are still largely absent in the final report, with emphasis placed on experiential learning and certificates, as well as creating new common spaces. Concerns that CEP previously articulated remain relevant.

In the section about increasing students' sense of belonging to their colleges (p.17), enabling each college to have certificate programs is discussed. CEP is currently assessing its stance toward certificates, and whether we think it is advisable to encourage their proliferation. We're wondering why certificates in particular are indicated for improving a sense of belonging. What extra resources might this proliferation of certificates require, and can UC Santa Cruz oversee such an expansion in a responsible, sustainable manner?

Regarding co-curricular records (p.18), what is the benefit of these for students? How might this inadvertently disadvantage students who must work long hours in addition to pursuing their academic studies? How might the institution of co-curricular records dramatically increase staff workload? Why not help students with resume crafting instead?

With regard to experiential learning, what is the difference between a "requirement" and a "pillar" of the undergraduate student experience (p. 19)?

Lots of attention is devoted to creating commuter lounges and common spaces. However, the campus faces dire shortages of classroom and housing space. Shouldn't these be prioritized?

The committee appreciates the opportunity to opine.

Sincerely,



David Lee Cuthbert, Chair
Committee on Educational Policy

cc: Matthew Mednick, Director, Academic Senate

December 15, 2023

Patty Gallagher, Chair
Academic Senate

Re: Divisional Review – LTC Strategic Plan Final Report

Dear Patty,

During its meeting of December 7, 2023, the Committee on Faculty Welfare (CFW) discussed the Leading the Change (LTC) Strategic Plan final report. The plan is a complicated one and centered on excellence in education and research, both of which require excellent faculty, and are tied to issues within CFW's purview such as housing, salaries, healthcare, and childcare. With regard to the implementation of the plan, we expect that the Senate, and CFW in particular, will be consulted on any proposed changes in practice, process, or policy related to these issues.

Sincerely,



Alexander Sher, Chair
Committee on Faculty Welfare

cc: Senate Committees

December 12, 2023

PATTY GALLAGHER, Chair
Academic Senate

Re: Leading the Change Strategic Plan Final Report

Dear Patty,

The Committee on Diversity, Equity, and Inclusion (CODEI) has reviewed the final Leading the Change Strategic Plan final report.

The committee applauds the centering of DEI issues throughout Leading the Change, but there is still no guidance regarding how these initiatives are going to be resourced, nor clarification regarding the staff and faculty involvement and workload. We are concerned that the work involved in these initiatives may fall disproportionately on particular faculty, as well as with what compensation and/or formal recognition this work will receive.

As we noted in our response of spring 2023, we found that the goals of Leading the Change are 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 so that there would be a clear and stable infrastructure for navigating and attending to various equity issues.

Since the COVID-19 restrictions have been lifted, we are disappointed that UC Santa Cruz students are not receiving the level of food quality they enjoyed before the pandemic. The campus has instituted very poor quality, generally over-priced food marts stocked primarily with low-nutrition, junk food in the place of real cafes. Food scarcity is a serious issue involving our “student experience,” and potentially a DEI issue, if we compare our students’ access to high quality food compared with other UC campuses.

We note our concerns expressed last spring remain unaddressed, and we look forward to continued conversations. We applaud the overall aspirations of the Leading the Change plan, and we are pleased to see an emphasis on using and building on research-based best practices in equity endeavors.

Sincerely,



Gabriela Arredondo, Chair
Committee on Diversity, Equity, and Inclusion

cc: Matthew Mednick, Director, Academic Senate

November 30, 2023

Patty Gallagher, Chair
Academic Senate

RE: Leading The Change (LTC) Strategic Plan Final Report

Dear Patty,

The Committee on Library and Scholarly Communication (COLASC) has reviewed the campus's LTC Strategic Plan final report, including the planning committees' response to the Academic Senate's comments on the draft Strategic Plan. We are troubled by the planning committees' superficial engagement with COLASC's original comments. Specifically, we are concerned about the omission of explicit commitments to open access, a crucial aspect for advancing public research and accessibility.

Open-access publishing and data sharing are integral to our campus's mission and should be more prominently featured in our strategic objectives. This goes well beyond the systemwide transformative agreements and eScholarship, both of which were cited by the planning committees in their response to our original comment, and it requires leadership on the campus level as well. As noted by both COLASC and the Committee on Research (COR), open-access publishing varies widely across disciplines and divisions, and, in order to maintain equity, our campus needs to move beyond the topline metrics of transformative agreements and consider the specific needs of each unit. As noted by COLASC and the Committee on Faculty Welfare (CFW), open access publishing requires resources and mechanisms beyond the library and individual researchers' grants, particularly if we do not want to privilege the for-profit publishers targeted in transformative agreements over non-profit presses.

Other UC campuses are seeking local ways to address open access publishing, and if UCSC truly intends to lead the change, it is advisable that we do as well. This is especially true in light of new federal requirements for data sharing. As we move forward, COLASC will continue to actively advocate for the prioritization of open access on campus

Sincerely,

A handwritten signature in black ink, appearing to read "Jeffrey A. Erbig". The signature is fluid and cursive, with the first name "Jeffrey" being the most prominent.

Jeffrey Erbig, Chair
Committee on Library and Scholarly Communication

November 17, 2023

PATTY GALLAGHER, Chair
Academic Senate, Santa Cruz Division

Re: Leading the Change Strategic Plan (LTC)

Dear Chair Gallagher,

The Committee on Research (COR) was disappointed to read the responses to Senate comments on drafts of the Strategic Plan reports. We appreciated that some subcommittees had thoughtful responses to our comments, and engaged in the collaborative process that COR understood the planning exercise to be. However, it seems clear that the Research subcommittee in particular felt inconvenienced by Senate feedback, and had no interest in revisiting their report. Our most substantive comments were either dismissed entirely or deemed appropriate only for the implementation phase. Perhaps this is because of the late stage at which Senate feedback was solicited, and Senate participation earlier in the process would have been more productive.

Given that the process has moved to the implementation phase, COR suggests that the comments from previous reviews be shared with the implementation team. We also encourage the implementation team to sincerely engage the Senate in their work; in COR's case, we will be happy to work with the implementation team and the Office of Research on any initiatives related to faculty research and scholarly activity.

It is hard to imagine a successful implementation of the strategic plan that lacks enthusiastic support from our faculty. The shared governance model that helps ensure faculty buy-in requires a level of engagement that extends beyond being given the opportunity to comment on reports and policies developed by others.

Sincerely,



Michael Hance, Chair
Committee on Research

cc: Roger Schoenman, Chair, Committee on Academic Freedom (CAF)
Laura Giuliano, Chair, Committee on Admissions and Financial Aid (CAFA)
Maureen Callanan, Chair, Committee on Academic Personnel (CAP)
Kim Helmer, Chair, Committee on Career Advising (CCA)
Amanda Rysling, Chair, Committee on Courses of Instruction (CCI)

SANTA CRUZ: OFFICE OF THE ACADEMIC SENATE

Gabriela Arredondo, Chair, Committee on Diversity, Equity, and Inclusion (CDEI)
Enrico Ramirez-Ruiz, Chair, Committee on Development and Fundraising (CDF)
David Cuthbert, Chair, Committee on Educational Policy (CEP)
Kathy Foley, 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)
Zac Zimmer, Chair, Committee on Information Technology (CIT)
Jeffery Erbig, Chair, Committee on Library and Scholarly Communication (COLASC)
Elisabeth Cameron, Chair, Committee on Teaching (COT)
Raphael Kudela, 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)