

December 12, 2006

CPEVC David Kliger  
McHenry Library

**Re: UCSC Draft Strategic Academic Plans**

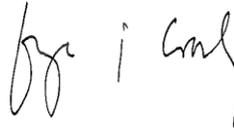
Dear Dave,

Attached are the responses from 13 Senate committees who reviewed the draft academic plan. Given the importance of the issue, I transmit to you the comments in their entirety.

As you can see, the Senate committees have devoted considerable time and effort to the task of reviewing. We see a strong academic plan as critical for our stated priority of keeping academic planning at the center of growth on the campus.

We hope and trust that you and VPAA Galloway will find our observations and suggestions useful as you prepare the next integrated draft of the plan. Over the Fall term, in various meetings, you have indicated your gratitude to us for our intelligent and helpful suggestions to date and have expressed the desire to keep the planning process iterative. We have also expressed our appreciation of the dedication and the flexibility that VPAA Galloway and all of you have shown. We look forward to continuing to work closely with VPAA Galloway and with the rest of your staff and yourself as we consult appropriately with the membership of the Senate and, together, finalize the strategic plan before the end of the academic year.

Sincerely,



Faye J. Crosby, Chair  
Academic Senate

Enclosures

cc: Senate Committees  
VPAA Galloway

December 8, 2006

Faye Crosby, Chair  
Academic Senate  
Santa Cruz Division

**Re: UCSC Strategic Academic Plan Draft**

Dear Faye:

The Committee on Affirmative Action and Diversity reviewed the Draft Campus Academic Plan and offers the following feedback to the plan. CAAD was pleased to see an interdisciplinary focus for many programs as this is known to increase the diversity of the pools. We were especially pleased to see the programs emphasizing Health Sciences, Identity/Heritage Studies and Transnationalism/Globalization

CAAD believes that the role of diversity within the academic mission of UCSC should be more clearly articulated; specifically how the plan will advance campus diversity goals. There were some references to it in the plan but it needs to be explicitly stated and not generally addressed at the end of the document. We offer these recommendations taken from the recent President's Task Force on Faculty Diversity that can be incorporated in the plan:

**ACADEMIC PLANNING:**

The Task Force observed that diversity will not thrive unless it is incorporated into the academic planning at every level. The Task Force recommends:

- That campuses make diversity integral to academic planning including faculty hiring, research agendas, curricula development and program reviews.
- That the academic plans of units, divisions and schools include the current status of faculty diversity and plans for future efforts to advance diversity and demonstrate inclusiveness in faculty hiring.
- That the campus take proactive steps to address the participation of minority students in the graduate pipeline and develop strategies to advance diversity and equal opportunity in graduate study and postdoctoral appointments, especially in fields such as physical sciences, math and engineering where there is the greatest under representation.

**RESOURCE ALLOCATION AND FACULTY REWARDS;**

The Task Force observed that resources and reward are essential to influence faculty and departmental behavior and demonstrate the university's commitment to diversity. The Task Force recommends:

- That each campus, in consultation with the Academic Senate, examines the FTE allocation process, at both the institutional and department level, so it becomes more effective at addressing faculty diversity.
- That each campus considers a wide variety of resource allocation practices and incentives to support diversity, such as incentives that will encourage research, hiring, and retention efforts, along with graduate postdoctoral fellowships focused on diversity.

Sincerely,



Pedro Castillo Chair  
Committee on Affirmative Action and Diversity

November 30, 2006

Faye Crosby, Chair  
Academic Senate

Dear Faye,

Re: UCSC Strategic Academic Plan, September 2006

Thank you for giving us the opportunity to provide feedback on the draft UCSC Strategic Academic Plan. Due to the interests of our committee, our comments are focused on aspects of the plan pertaining to undergraduate admissions and enrollment management.

One of CAFA's primary concerns is whether the academic plan will support projected increases in undergraduate enrollments while maintaining the quality of instruction on our campus. In its present form, this is a plan for faculty growth as opposed to a comprehensive academic plan. Anecdotal information suggests that increasing numbers of students are being turned away from popular majors due to the limited capacity of introductory courses or the students' failure to meet minimum GPA requirements. Problems associated with general education on our campus are well documented; students are finding it increasingly difficult to satisfy the W requirement and gain access to popular general education courses, particularly in the languages. It is therefore encouraging that a significant fraction of the draft academic plan is focused on issues related to enrollment management.

We support the use of specific metrics to evaluate the health and capacity of undergraduate programs as described in the section of the plan entitled "Changes in Administrative Infrastructure and Academic Resource Management". Unfortunately, the divisional hiring plans appear to be based primarily on student to faculty ratios as opposed to more meaningful benchmarks. This represents a major weakness of the current plan. A comparison of the size and distribution of our programs to those of other UC campuses would be a welcome addition to the plan. How does our campus differ from comparable institutions? Do these differences reflect unique strengths of UCSC or problems that need to be rectified?

The plan could also be strengthened by the inclusion of data concerning trends in student interests- both locally and nationally - over the past several years. How will the campus balance the capacity of its academic programs with student demand and the projected needs of our state? Admission to many popular majors on our campus is already restricted; will this approach to enrollment management be expanded in the future? If so, it is possible that many of the students admitted to our campus will be unable to pursue a degree in their area of interest; this could have a significant impact on student yield as well as retention and graduation rates.

For reasons that are not clearly articulated, the plan assumes that most of enrollment growth will occur at the upper-division level due to increased retention and transfer enrollments. The validity of this assumption is questionable due to the serious enrollment and retention problems

faced by community colleges in our state. Although the proposed interdisciplinary majors are likely to be popular with students, completing lower-division major courses presents a serious problem for transfer students, and the specificity of these unique majors may exacerbate this problem. What is to be done for transfer students who are offered admission to UCSC but who, after accepting this offer, are denied entrance to their chosen major due to their lack of lower-division major requirements?

We are also concerned that the academic plan is focused on creating an ideal set of innovative programs without seriously considering the profile of our incoming students. The plan does not place sufficient emphasis on the instructional and academic support necessary for UC eligible - but academically under-prepared - students to successfully pursue their chosen majors. At least half of our incoming students are likely to require assistance to increase their reading, writing and mathematical competence in order to fulfill even lower-division major requirements. With the increase of English language learners in the state, even more writing courses will probably be needed. At present, UCSC offers inadequate instructional and academic support for such students.

Finally, CAFA would like to stress the importance of the long-range academic plan in shaping the image of our campus; the plan should provide a clear summary of our current strengths as well as a compelling vision for the future. In this regard, the academic plans of Berkeley and UC Santa Barbara serve as excellent models. Why should a prospective student choose to attend UCSC? What are our values and priorities? Do we aspire to join the ranks of highly selective UC campuses or will we remain committed to providing access to all UC-eligible students? How will we balance our traditional commitment to undergraduate education with an increased emphasis on graduate education and research? Perhaps a committee representing the broad interests of our campus should be convened to fully develop these aspects of the plan. We hope that the campus will take full advantage of this opportunity to convey a positive message to the public.

Sincerely,



John Tamkun, Chair  
Committee on Admissions and Financial Aid

November 30, 2006

Faye Crosby, Chair  
Academic Senate

Dear Faye,

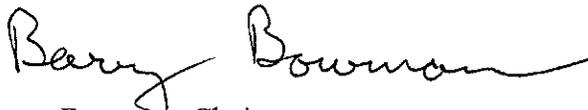
Re: UCSC Strategic Academic Plan, September 2006

CAP has had some discussions about the draft Academic Plan, but some of the members felt that the issues were not directly tied to the purview of our committee. We also note that two Divisions will be submitting revisions of their part of the plan. We may want to make further comments when these are available. We want to make just two suggestions.

One part of the plan is directly relevant to CAP. Adjustments to the salary scale may have to be funded, at least in part, by money from unfilled FTE. This appears to be happening on most other UC campuses. CAP feels strongly that to maintain excellence in the faculty our campus must offer salaries that are comparable to those of other UC campuses. This may result in fewer faculty positions than are projected in the current plan, an issue that should be explicitly addressed.

The Academic Plan places much emphasis on interdisciplinary programs. Some members felt that in the past, there has been a disconnect between the verbal support for interdisciplinary programs and the actual resources given to such programs when initiated by faculty. It is our hope that the Academic Plan will provide better mechanisms by which faculty-initiated programs can be formed, especially across Divisional boundaries.

Sincerely,

A handwritten signature in cursive script that reads "Barry Bowman". The signature is written in black ink and is positioned above the typed name.

Barry Bowman, Chair  
Committee on Academic Personnel

November 30, 2006

Faye Crosby, Chair  
Academic Senate

Dear Faye,

Re: UCSC Strategic Academic Plan, September 2006

The Committee on Career Advising reviewed the UCSC Strategic Academic Plan and focused primarily on the issue of interdisciplinarity and whether joint appointments between departments would be advantageous. The committee was split over whether this is a good idea: some would say it could work in certain emerging fields (in the area where chemistry, biology and biomolecular engineering come together, for example), while others think the danger of having to serve two departments in ways that will make both of them fully happy with what they get is a burden that should not be placed on any new faculty member.

However, the committee is united in thinking that if joint appointments are to be permitted, policies and expectations for tenure must be made very clear to the respective faculty. Faculty should not be placed in the potentially difficult position of mixed departmental loyalties without having it made crystal clear to them what the joint appointment entails and what the expectations will be.

Other UC campuses have used joint appointments very effectively, particularly in the sciences, and it would be useful to review their policies in this regard.

Sincerely,

A handwritten signature in black ink, appearing to read "Geoff Pullum". The signature is fluid and cursive, with a large initial "G" and "P".

Geoff Pullum, Chair  
Committee on Career Advising

December 11, 2006

Faye Crosby, Chair  
Academic Senate – Santa Cruz Division

Re: Draft UCSC Strategic Academic Plan

Dear Faye,

CEP has reviewed and discussed the draft UCSC Strategic Academic Plan. This plan represents an important stage in a long planning process. CEP would like to acknowledge the considerable work done by departments, deans, and VPAA Alison Galloway in creating it. The plan presents an interesting and carefully thought-out vision for research at UC Santa Cruz. We strongly endorse the goal of fostering interdisciplinary research and education, and we are glad to see discussion of ways this might be accomplished. We are mindful of the fact that many of this plan's elements remain unfixed; indeed we are told that two or three divisions are now rewriting their divisional plans. We hope that our comments below will help in the process of rethinking and revising the plan.

Our campus is committed to significant growth in research and graduate education, and these areas will occupy a great deal of our future attention. To some extent we might expect undergraduate education to benefit from these developments as a matter of course. But this is not a given, and the Strategic Plan does not sufficiently consider its own implications for undergraduate education. In fact, though, what the plan needs is a genuine positive focus on undergraduate education, side-by-side with graduate education and research. This will require articulating a vision of undergraduate education at UCSC and making clear how the Strategic Plan contributes to its realization, as well as acknowledging the challenges facing undergraduate education at UCSC today and including measures to address them.

*Lay out a vision for undergraduate education at UCSC*

What is our vision for undergraduate education at UC Santa Cruz in the 21<sup>st</sup> century? What will set this campus apart in the minds of prospective students? Part of the answer may well be the emphasis on interdisciplinarity, and we are intrigued by the idea that undergraduates stand to benefit most if divisional barriers are reduced (p.10). Perhaps this idea could be developed further. What will be the effects of the Strategic Plan on prospects for undergraduate research, or experiential learning? Could the plan have a bearing on the future of our college system? For example, is it worth considering whether the interdisciplinary themes we develop might coincide with college themes, providing some synergy that might revitalize the colleges and energize the themes in turn? Finally, could a revised Strategic Plan include a vision for maintaining or even reinvigorating the most basic aspects of undergraduate education, such as imparting skills in writing and oral communication, quantitative reasoning, and analytical thinking? CEP would welcome discussions with VPAA Galloway and other interested parties on these questions.

Several overarching questions concerning undergraduate education surfaced in CEP's review of the draft academic plan. Specifically, how might the quality of undergraduate education be affected by the proposed academic plan? What is the anticipated impact of enhanced interdisciplinarity on student learning? How might the proposed distribution of divisional resources enhance or erode the quality of UCSC's undergraduate curriculum? Promoting excellence in undergraduate teaching and learning should be at the core of the academic plan but it is unclear whether the outlined initiatives are designed to do so. For example, high student-faculty ratios, large classes, high student/teaching assistant ratios, limited writing and honors courses, and a decline in courses taught by ladder faculty are, it is speculated, contributing to declining educational quality in the social sciences (pg. 36), but strategies for addressing these concerns are not proposed. Further attention to optimizing educational excellence is needed, as is consideration of the benchmarks that should use to assess educational quality (e.g., degrees conferred, student-faculty ratios).

*Address current capacity issues*

The Strategic Plan is appropriately forward-looking. However, in order to succeed in its goals, we believe it needs to take better stock of things as they now stand. This will mean providing some concrete discussion of ways to address the capacity issues the campus is facing today; it will also mean better justification of the distribution of FTE allocations.

Shortfalls in enrollment capacity are becoming genuinely worrisome, most notably in frosh gateway courses, in languages, in writing, and in courses bearing the writing-intensive (W) designation. The attached message from CEP's representative from the Council of Preceptors gives some helpful detail. In the interest of retention and time to degree it is obviously important that we fix some of these capacity problems. We ask that future revisions of the Strategic Plan explicitly take this issue into account. Will proposed FTE allocations help? Will an increased presence of graduate students on campus help, and if so, how? If not, what other measures should the campus take to deal with this problem? For example, we think the campus must quickly develop a theory of campus-wide enrollment management. This will be necessary, among other reasons, for providing a basis on which to evaluate and approve major capping. As a related matter, we would like to see explicit discussion in the Plan about the connection between planned growth and i) available and planned campus classroom space; ii) advising, retention, and time to degree.

Last year CEP dealt with about 150 petitions from students seeking to satisfy the W by unconventional means, due to a shortage of available seats in W courses. The problem is likely to be as bad or worse this year. The W is a particularly difficult GE requirement to manage, because, like language and frosh writing courses, and unlike most other GE courses, it must be relatively resource-intensive to be effective. Because of this, and because the campus lacks any kind of dedicated funding for W, this requirement is now in crisis, with some departments even actively reducing their offerings. Again, we ask that the Strategic Plan take this issue into account. The W has strong support on campus, and CEP would be glad to discuss possible solutions to this problem with the appropriate parties.

*Provide a more transparent discussion of student flow and divisional workload assumptions*

The current Strategic Plan draft targets PB Sci and Engineering for significant growth, assumes less growth for Art and Social Sciences, and very little growth indeed for Humanities. CEP would like to see more justification for these proposals. The plan appears to assume that undergraduate student flow will follow FTE allocation, but this is not self-evident. What measures will be taken to ensure that this is the case? In a related vein, why is Social Sciences, for example, expected to carry the highest undergraduate workload among the divisions? The phrase “acknowledging pedagogical differences between the divisions” may be intended to bear on this question, but if so, much more needs to be said. CEP understands that the plan may choose to target growth in particular areas over others; but we are concerned about whether targeting new areas will come at the expense of workload equity or the student/faculty ratio in certain divisions.

*Revisit the interdisciplinary themes*

The proposed interdisciplinary themes are very important in attempting to link together the many diverse campus subplans, and we applaud the principle. To a good extent we find these themes to be plausible. But we have reservations. First, though the themes are intended to build on our campus’s existing strengths, it sometimes appears as though attention to these strengths is lost in a thematic sprawl. This may inadvertently run counter to another well founded principle of the plan: to invest in a focused and strategic way. To take one example hinted at in the plan itself, the campus has recognized strength in Gender Studies and Queer Theory; we are not certain that it is in our best interest to treat this area as a subpart of a larger Identity and Heritage Studies theme. More generally, we would like to see the plan present a franker assessment of the strengths and weaknesses of our current programs, and tie proposed growth to this assessment, rather than attempt to please everybody with themes that to some extent feel cobbled together from a hodgepodge of proposed hires.

Second, we find the category Identity and Heritage Studies to be outdated, reflecting a kind of thinking that, on the cutting edge of the Humanities at least, has come under general disfavor. It may be that this category could be recast to something like Cross-Cultural Initiatives (compare Cross-Cultural Inquiry, a term used by Duke University), placing the emphasis on understanding others and seeing the world from many cultural perspectives. Or, this category might be dispensed with altogether, since apart from the Gender Studies portion it is not clear that there is a compelling unity to its parts. In a related vein, we recommend that Globalization be expanded to Globalization and World Cultures or something of that sort. As given now, this theme places too much focus on the US and its place in the world. What is needed is a broader vision that acknowledges the perspectives and interests of other countries and other cultures. This more inclusive theme might absorb the portion of Identity and Heritage Studies left over from Gender Studies. Or it might be desirable to develop a separate theme on Race and Ethnicity, since this is a focus of current faculty and student interest that cuts across several divisions.

Finally, as discussed in CPB’s response, as we revisit both the substance and the naming of the campus themes, it will be worthwhile to keep in mind how they will be viewed from off campus – by prospective students and potential donors, for example.

*Divisional issues*

In our discussions it was noted that there appear to be many bioengineering related programs planned: a Bioengineering BS, Biomolecular Engineering BS/MS/PhD programs, and a Computational Biology track, in addition to the existing bioinformatics degrees offered by the BME department. Are all of these needed?

Turning to Humanities, CEP notes CPB's report from last year (in an addendum to comments to the 10-year plans dated June 29) seeming to show that our current plans will place UCSC at the bottom of UC in its resource commitments to the Humanities. In addition, we wonder whether the plan underestimates the importance of the Humanities contribution to the proposed interdisciplinary themes, such as Social Justice.

Once again, we thank the departments, deans, and VPAA Galloway for their work leading to the Strategic Plan, and we look forward to continued discussion.

Sincerely,

/s/

Jaye Padgett, Chair  
Committee on Educational Policy

Cc: Senate Committee Chairs (via ASO analysts)

November 30, 2006

Faye Crosby, Chair  
Academic Senate

Re: UCSC Strategic Academic Plan, September 2006

Dear Faye,

As per your request, the members of the Committee on Faculty Welfare read and discussed the Draft Strategic Academic Plan. What follows is my synthesis of the comments made by Committee colleagues.

**1. Problems with the planning process:** Several CFW members voiced concerns about the process from which the Plan emerged. It is not clear that the principle of shared governance was followed in making the fundamental decisions about the basic intellectual architecture of the campus -- the future size and structure of UCSC's academic divisions. Some also felt the Plan was developed more from the top down than from the bottom up. Although the overall Plan draws upon the draft divisional plans, some concerns were expressed about the lack of full consultation with the faculty (e.g., the Humanities plan appears to have come mostly from the Humanities Dean's office without much input from the departments).

**2. Resource and workload issues:** The plan places great emphasis on increasing graduate enrollments and expanding the Engineering and Physical and Biological Sciences Divisions. This leaves most other divisions in a steady-state or stagnating position (depending upon one's point of view), which may have unintended consequences. Many of our members felt the plan risks creating a zero-sum game in which divisions and departments could be pitted against one another, precisely the opposite of the "community of scholars" ideal that has been such an important part of UCSC's reputation since its inception. What assurances exist that less favored divisions as well as departments without graduate programs will not be disadvantaged by the proposed Plan? Did the administration seriously consider, for example, a graded growth formula in which Physical and Biological Sciences and Engineering would receive a *disproportionate* share -- rather than all -- of the new faculty FTE that will come to the campus from increasing enrollments?

Moreover, there were concerns about resources being skewed away from undergraduate offerings that are already stretched thin. For example, at the recent Senate forum on the future of graduate education, the Chair of CEP shared data showing that while UCSC has increased graduate courses by 30% in recent years, we have increased our undergraduate courses by only 7%. And since the great bulk of our enrollment increases have been at the undergraduate level, this means that already-stressed undergrad workloads are increasing. Vitaly important general education requirements like writing intensive courses are in increasingly short supply, and many students find it difficult to get the courses they need to graduate on time.

Some of our members also worried that the Plan calls for the development of new areas for which it did not appear to provide the requisite faculty FTE -- even in those divisions favored in the draft Plan. For example, the Plan speaks of "significant investments in the

development of Material Sciences” (p. 13), but the hiring plans in Tables 5 and 12 do not show any FTE for material scientists.

**3. *Unbalanced interdisciplinarity:*** While the new interdisciplinary initiatives sketched out in the draft plan appear promising, they do not appear to take much account of or build upon existing interdisciplinary relationships and programs. Many faculty across divisions have worked for many years, often with little or no resource support, to build bridges across disciplines (e.g., Pre- and Early Modern Studies, Legal Studies, Visual and Performance Studies, and several less formal but no less productive interdisciplinary relationships such as that between Sociology and Environmental Studies, or the many research clusters working under the Center for Cultural Studies). A decision was apparently made to neglect these in favor of the new interdisciplinary initiatives proposed in the draft. This decision needs to be fully discussed by the Senate and the new interdisciplinary initiatives justified in terms of their *intellectual merit*, not just their entrepreneurial promise.

There also appears to be a troubling disjuncture between the interdisciplinary initiatives proposed and the faculty FTE being proposed. For example, the draft Plan lists Advanced Technology and Society as a key interdisciplinary theme, as one would rightly expect from a “future-thinking institution” (p. 12). Yet there are zero social science FTE proposed in the Plan for this purpose. How would, say, computer engineers respond to a plan for a program on Advanced Technology and Society which claims to be interdisciplinary but which proposed to hire only anthropologists and psychologists? The Plan notes that the area of Advanced Technology and Society “expands to include many areas in the Humanities, Arts and Social Sciences” (p. 13), but it is not clear that any resources are slated for these divisions for this purpose.

**4. *Faculty quality of life questions:*** That faculty and staff salaries across the UC system are in crisis is acknowledged at the highest levels of the University, from all the Chancellors to the President and the Regents. The evidence abounds: new faculty hires coming in a higher and higher steps; more and more off-scales; bonuses paid at tenure and promotion points on rich campuses; failure to recruit first-choice candidates; top faculty lured away by competitors, etc. And of course such salary issues reverberate across other realms: the inability of faculty to afford housing; increasing health care premiums paid by faculty; the coming onset of retirement contributions; increased parking fees for fewer spaces; and so on. Any plan for the future of the campus should explicitly take into account how both the proposed growth and the proposed distribution of resources will impact the instructional workloads, research productivity, and quality of life of existing faculty.

We hope you find these comments useful in the process of reworking the draft Strategic Academic Plan. Please let us know if we can be of further assistance.

Sincerely,



Craig Reinerman, Chair  
Committee on Faculty Welfare

To: Senate Chair Faye Crosby

Fm: Committee on International Education (CIE)

***Re: Draft Strategic Academic Plan***

Dear Faye:

In reviewing the Draft Academic Plan CIE applauds the identification of the theme of Transnationalism and Globalization. We would like to take this opportunity to share some ideas on ways to strengthen this theme using resources in international education at UCSC.

Firstly, we believe that the traditional campus strength in international education should be specifically featured in the discussion of Transnationalism and Globalization. Clearly, students choosing this area of study will benefit from international experience through the Education Abroad Program (EAP) or other international experiences available through UCSC. Although the programs in international education (including EAP) do not utilize full time faculty FTE, this infrastructure requires support so that it may in turn nourish the thematic goal of Transnationalism and Globalization.

Secondly, we believe that UCSC should not only stabilize (as mentioned on page 31) but increase support for the Language Program. Fostering foreign language ability is critical to our students' development as global citizens. Moreover, continuing the high quality of language instruction at UCSC is essential to achieving the goals of the Transnationalism and Globalization theme as well as the practical goals of health science training (page 30). Finally, it is worthwhile considering ways to capitalize on the unique structure of the Language Program to attract qualified students interested in international issues to our campus. The UCSC Language Program is unique in the system (and unusual among universities of its size) in that the vast majority of courses at all levels are taught by experienced professional language instructors.

Finally, we are concerned that the UCSC curriculum (in the Draft Strategic Academic Plan or General Catalogue) includes no major focus on international studies. Students with specific area knowledge and language ability are in substantial demand for a broad range of commercial, governmental, and non-profit programs in our increasingly globalized world. Because international studies programs could be for the most part developed from existing faculty/course resources, the cost of mounting an international studies major would be rather modest.

Broadening the international perspective of our student body so they can become more effective global citizens is an essential task of educational institutions of today. We hope that more of this international perspective can be reflected in the revised Draft Strategic Academic Plan.

SANTA CRUZ: OFFICE OF THE ACADEMIC SENATE

November 2, 2006

Faye Crosby, Chair  
Academic Senate  
Santa Cruz Division

Dear Faye:

The Committee on the Library reviewed the Draft Campus Academic Plan at its October 24 meeting. COL offers the following feedback to the plan.

1. Mission statement: The document begins with a general description of the Teaching, Research, and Service mission that is common to all universities. Rather, up front the document needs a concise description of the state of UCSC, its unique strengths and areas that need improvement. This should be followed up by a description of how UCSC envisions meeting our obligations to the state of California. Within the first few pages the document should answer: Where are we now? Where do we want to be in the next decade? How will we get there?
2. Graduate education: With the increasing undergraduate population, there is an urgent need to increase the graduate student numbers while maintaining quality. This is critical for maintaining a quality undergraduate education as well as for our research programs. While there are statements throughout the document addressing this issue, the document does not put forth a coherent plan. The need is urgent and we recommend that an entire section of the document should be devoted to the subject of increasing graduate enrollments.
3. Undergraduate education: What is our plan for enhancing undergraduate education at UCSC? While undergraduate education is mentioned throughout the document, there is not a well thought out plan. A section of this document should be specifically devoted to undergraduate education.
4. Extramural funding: Enhancing our research programs and developing new programs can only be achieved through significant increases in extramural funding. This is not addressed in the current document.
5. Emerging themes: At this point, many faculty have no idea regarding the process by which these interdisciplinary research themes were formulated. It would be useful to have a more detailed description of the protocol (perhaps in the appendix).
6. Library: While the Library is central to the undergraduate and research life of the University, it is not mentioned in the document. Given the larger issues that must be addressed regarding the Academic Plan, COL will hold off on specific suggestions until a revised plan is submitted.

Sincerely,

/s/

Bill Sullivan, Chair  
Committee on the Library

November 29, 2006

TO: Senate Chair Faye Crosby

FROM: Andy Fisher, Chair,  
for the Committee on Research

***RE: COR Comments on Draft Strategic Academic Plan***

### **Strengths of the Plan**

The committee on research appreciates the administration's willingness to transparently engage the Senate on its development of a strategic academic plan. We agree that there is a need for a university-wide perspective on academic resource planning. Given this, we find the five principles for planning (p. 4) to be both clear and appropriate. We also agree with the proposal's emphasis on investing academic resources in areas of existing and potential excellence. We recognize that this will involve changes in the relative distribution of future FTE, both across divisions and departments, in contrast to incremental growth of the current distribution. Although this point is made less clearly (see below), the plan seems to envision leveraging investments in new faculty FTE by promoting interdisciplinary growth so that one academic hire may positively impact more than one department or scholarly area. Additional strengths of the plan include the emphasis on addressing the need to reduce administrative obstacles to interdisciplinary work and cross-divisional collaboration, and the goal of developing better communication of expectations and provision of data to facilitate more accurate planning and measurement of progress.

### **Improving the Strategic Academic Plan**

#### **General Comments**

We also see several areas where the draft SAP is vague, could be improved or makes proposals whose philosophical underpinnings should be examined and or made explicit. The SAP should provide confidence across campus that academic planning and progress at UCSC is based on clear principles that are widely understood and supported. Such a document should allow members of the campus community to engage in medium- and long-term planning with confidence that the rules they are playing by and the resources they are counting on are stable. In addition, the proposal would benefit from reference to notable best practices in experiences with academic resource planning from other comparable universities.

#### **Distribution of FTE and their Relationship to Enrollments**

High student:faculty ratios impact faculty research productivity directly. COR understands that the raw enrollment numbers can not be the only basis of FTE allocations in different programs. It is important to weight in faculty involvement in teaching and each program's commitment to excellence in education. SAP should make sure that large enrollments in existing programs do not penalize faculty who are active in research. SAP should discuss clearly the relationship between student interests and enrollments in particular degree programs, faculty workloads and

the distribution of new and replacement FTE.

The draft SAP begins by describing the envisioned distribution of new faculty FTE across the divisions (Table 1). Although criteria that were weighed in deciding on this distribution are listed on page five, the relative weight attributed to each of these criteria is unclear, making it impossible to assess if the criteria were used consistently in evaluating programs across the campus. Does this distribution of new FTE reflect a vision for the relative contribution of the divisions to the service, teaching and research goals of the university or do they reflect a desire to invest in specific programs? Is there a specific model of what the university will look like at build-out?

More particularly, how will student enrollments by division or department be weighted in resource allocation? In reference to differences in these ratios across divisions, the empirical basis for this phrase "...acknowledging pedagogical differences between the divisions..." is unspecified and unclear.

Has there been any consideration of how TAS funding may be used to support faculty in programs not slated for growth but whose programs, and therefore the ability of their faculty to engage in research, are impacted by high enrollments?

The model of enrollment growth presented on page 7 appears to be based upon the assumption that undergraduate enrollment growth will grow in proportion to faculty FTE growth that will be allocated to the divisions. However, these allocations do not appear to be related to current or projections of future student enrollments across divisions. If one makes the alternative assumption that enrollment growth will tend to follow recent trends in the distribution of students in majors across campus, then the current proposal risks exacerbating some departments' ongoing disproportionate workload growth as the student population increases. Based on the last several years of experience, "enrollment management" does not appear to be a long-term solution for most departments. From COR's perspective, if faculty FTE growth is not at least partially linked to enrollments, then the most impacted department's future research and graduate education potential will be unduly constrained. This ambiguity is consistent with the proposal's implied irrelevance of student enrollments by department or division for FTE allocation planning.

### **Distribution of FTE and their Relationship to Excellence**

One motivation for "preallocating" growth to selected areas (divisions, programs, departments, disciplines) is to enhance the research portfolio of the campus, raising the profile of currently-excellent programs, and nurturing not-yet-excellent programs towards this classification. There is almost no discussion in the draft SAP as to how excellence is currently assessed or will be assessed in the future, nor what methods will be used to ensure accountability for programs that a receive disproportionate fraction of resources but under-perform in the future. Is it the view of the administration that excellence is measured mainly by NRC ranking and research dollars secured? The number and GPA of graduate students attracted? The number of undergraduates placed in introductory classes? Papers in top-tier journals? Performances or displays of work in prestigious venues? National and international awards received by individual faculty? If resources are to be focused on a fraction of the campus, there needs to be clearly-stated objectives for these programs, milestones for the measurement of success and opportunities for

course correction if programs are not working, and a willingness to shift resources as appropriate on the basis of scholarly achievement.

### **The Interdisciplinary Model of Managing Growth**

In order to gain the enthusiastic support of a majority of the university faculty, the justification for the interdisciplinary model of growth needs to be made much more clearly. For UCSC to maintain high rankings in various disciplines, there must also be a focus on supporting "within-disciplinary" work -- our core strengths. Is there a vision of how these competing demands on resources will be mediated?

One concern raised by the proposed interdisciplinary model is that the principles for determining which specific areas are to be targeted for growth remain unclear. The proposed umbrella categories (p 12) are extremely broad. We are concerned that the definition of "what counts" as excellent research (and therefore future growth priorities) remains in the hands of the central administration which is far removed from faculty operating at the cutting edge. Would it be appropriate to solicit specific proposals from faculty, departments and divisions that address these categories? This is one area in particular where reference to experiences and best practices at comparable universities may be able to allay faculty concerns and anxiety.

### **Replacement and Realignment of FTE**

The focus on how to realign replacement of retiring faculty is positive. The data presented suggest that over the medium term, decisions of how and where to replace retiring faculty could have a greater impact on the campus research profile than the proposed new FTE. Therefore, the process and criteria for deciding whether retirements will be replaced, and at what level, needs further discussion. At present, the most detailed discussion of this issue (pp 11-12) suggests this will happen primarily at the departmental level. Is this an accurate representation of the campus plan? Is this appropriate? Who will make the decisions of whether to fill or reallocate open provisions? The Deans or EVC? One particular concern is that any such redistribution only occurs after appropriate consultation with the academic senate.

### **Graduate Education**

Although the draft SAP discusses specific programs in which graduate enrollments might grow, there is little discussion of trends in graduate enrollments, roles of graduate students in delivering the undergraduate curriculum, and the role of graduate students in the research output of the various disciplines at UCSC.

### **Facilities and Infrastructure**

It would be useful if the draft SAP discussed the additional buildings and other resources that will be needed to accommodate the research needs of the programs and faculty that will be added if the planned growth occurs. These include computer and communication infrastructure, technical support, back-up power supplies, administrative support, and physical plant support, to name a few. Are their practical limitations on the types of programs or the rate at which particular programs can be built?

November 28, 2006

Faye Crosby, Chair  
Academic Senate

**Re: COT's Response to the Draft Campus Academic Plan**

Dear Faye,

We write as members of the Committee on Teaching (COT) to respond to the draft campus academic plan.

We note that any discussion of the place of teaching on the campus is absent from the plan. There is no discussion of how this plan fulfills the teaching and public service component of the university's mission.

Yet the plan notes (see final paragraph on page 4) that one of its purposes is to provide the community with "a clear depiction of the principles under which decisions are being made, and the aspirations of the campus community." Presumably good teaching is both a principle and aspiration of the campus community.

At present the plan appears to be focused on research, but even on this subject the discussion is underwhelming.

We thus note:

- a) as written the plan lacks grounding in the big picture mission and goals of the university and campus that it needs in order to be compelling reading for its target audience, and
- b) the discussion of teaching goals is inadequate. We need to emphasize critical thinking, effective communication skills, and broad-based as well as specialized knowledge that we want students to gain, and
- c) with its increasing focus on research over teaching, UCSC is taking the same path as other research institutions that explicitly reward research over teaching when evaluating a professor's contribution to the University. We ask you to address the academic reward system in the academic plan, and reaffirm the tripartite basis of reward and promotion: teaching, research and service. Each of these contributions should share equal importance when evaluating performance, allowing outstanding teachers to be rewarded for their contribution to the University in the same way exceptional researchers are.

We think it would be a shame that in jockeying to maintain itself as a world class research institution that the University of California takes for granted its most valuable resource -- the students. We urge you to support student education by making an explicit commitment to education in the academic plan and by financially rewarding gifted teachers, supporting language and writing programs required for many disciplines, as well as programs that support pedagogical development.

Finally, it erodes the crucial importance of good teaching if the argument is primarily about FTEs and money. We believe it is time for UCSC to raise the profile of teaching on campus. We also note that in hopes of finding some good wording that could be reiterated we looked at the UC Mission Statement (<http://www.universityofcalifornia.edu/aboutuc/mission.html>) and find its discussion of teaching decidedly uninspiring.

Sincerely,

A handwritten signature in cursive script that reads "Murray Baumgarten".

Murray Baumgarten, Chair  
Committee on Teaching

cc: Senate Committee Chairs

December 12, 2006

Faye Crosby, Chair  
Academic Senate

**Re: CPB Response to the Draft Strategic Academic Plan**

Dear Faye:

**Preamble**

CPB discussions of the Draft Strategic Academic Plan have concluded that there should be two planning documents, written for two different audiences, one external and the other internal. There will, however, be key areas of overlap because, as one CPB member put it, unity of message is critical for development. First, we should prepare a publicity/fundraising plan of approximately five pages, opening with a mission statement (see DRAFT below) and enumerating the six campus “themes” for development. Second, and on a longer timeline, we will complete a substantive academic plan for the campus.

These documents will overlap in several of the areas below ( #1-3), but if developed as nominally separate but consistent entities, they will most effectively serve the very different needs of the campus and the public.

**Response to the Draft Strategic Plan**

CPB has undertaken an initial review of the Campus Strategic Plan, consisting of consultation with CPEVC Kliger, VPAA Alison Galloway, and internal discussions among committee members. The following issues and concerns have emerged:

**1.** The plan needs an explicit statement of vision for the campus. At present, it simply states, without justification or elaboration, the growth trajectories for each of the divisions (see FTE allocation, below). After reviewing other academic planning documents, we want to add a mission statement in which core values (for example, liberal arts education, the intertwining of research and teaching at graduate and undergraduate levels) are laid out. See below for a draft version, developed at the request of the CPEVC and, as we agreed, in consultation with the VPAA.

**[DRAFT] Mission Statement**

UCSC is committed to the future as a leading research institution that provides undergraduates with a comprehensive liberal arts education. The combination of research and teaching links faculty and students, graduates and undergraduates, in a partnership dedicated to independent, critical thinking, creativity, and social responsibility. We believe that disciplinary excellence provides the surest basis for interdisciplinary collaboration that is responsive to the needs of current and future students as well as to a multiethnic and global society. Our twin values of public service and the production and

dissemination of knowledge are reflected in the joint commitment of students, staff, and faculty to a formal set of principles of community. The active intellectual, political and social life of UCSC takes place within a living-learning environment, shaped by our history of the undergraduate college system, that is commensurate with our physical location on the central coast of California.

2. Interdisciplinarity: the plan is too exclusively focused on promoting interdisciplinary activities, while not sufficiently recognizing the parallel importance of investing in core disciplines. The interdisciplinary themes are at once too broad, attempting to include, in one or more of them, all faculty, and too restrictive, shaped artificially to fit the FTE already allocated. Yet one of the key strengths of UCSC is the way our interdisciplinary character has often developed within the context of traditional disciplines and how, in a complementary way, our interdisciplinary traditions have transformed some of the traditional disciplinary arrangements. Feminist Studies, one of the areas for which UCSC has been best known, draws on critical race studies, theory, and politics to redefine “Women’s Studies;” Linguistics, long one of our top-ranked departments with a focus on theoretical linguistics, is extending into experimental (Psychology) and computational (Engineering) linguistics, to create new interdisciplinary strength on the foundation of past disciplinary strength; there are strong links between EEB Biology and both Earth Sciences and

Ocean Sciences via the Center for the Dynamics and Evolution of the Land-Sea Interface (C.DELSI), an initiative that also includes Anthropology, Environmental Studies, and ETOX (see their website: <http://cdelsi.ucsc.edu>). There are other analogous examples (e.g., Astronomy and Astrophysics, Digital Arts and New Media, Environmental Studies).

The specific themes raise the broad question of why these particular groupings were chosen and why we need them. It isn’t entirely clear whether they are presented as a statement of fact or intended to be normative, nor whether they are intended primarily for internal or external consumption. If they are driven largely by the pressing needs of fundraising, then it should be made clear that they do not in any consistent, programmatic way define growth on the campus. In either case, it would be helpful to include a brief justification of how/why these six choices emerged, given the options.

In the hopes of presenting the themes in language that may be more widely accessible, to faculty, students, and potential donors, CPB offers the following suggested revisions, developed after consultation with the EVC and VPAA and in collaboration with CEP:

**DRAFT** themes

Cross-Cultural Initiatives

Science, Technology and Society

Globalization and World Cultures

Advancing Human and Environmental Health

Communication and Language/Verbal and Visual

Theory and Matter

[NOTE: we are not satisfied with the formulation of the last two.]

Finally, virtually all the Divisions characterize, in strikingly similar ways, their overarching or crosscutting interests in areas of public policy, technology studies, health, the environment, media, and visual culture. Some also consider the possibility that such initiatives are not as well served by the divisional structure as by the more flexible, crosscutting organization of a school of studies, or, to use the Santa Cruz model, a college identified with multi-disciplinary area studies. In this respect, the School of Engineering provides a model of campus development that transcends the Divisions in ways that will be critical to the future of our campus. From this it may follow that some of the best new ideas put forward by the Divisions will be implemented outside the present divisional structure, and that the relevant Senate committees will take a more direct role than previously in consulting with the Deans over the use of divisional resources to maintain and strengthen existing academic programs.

**3. Undergraduate education:** after the most recent years of growth, UCSC faces unprecedented capacity challenges. To mention only a few signs of this, more programs are seeking to cap major enrollments, gateway courses to many majors are oversubscribed, and it is increasingly difficult for students to fulfill in a timely fashion our General Education requirements. There is broad agreement that of all these areas in need of reform, the writing-intensive (W) requirement is in the most severe crisis due to a shortage of seats on campus. Therefore while Gen Ed reform is a long term priority, the delivery of writing instruction at UCSC is the most urgent, and arguably most fundamental priority facing the campus. The Academic Plan must explicitly address issues of enrollment management both for major and general education requirements.

CPB wishes to underscore that ensuring the quality and timeliness of the arc of undergraduate education, especially in the first half of the student career, should be considered not simply part of the implementation phase but essential to planning itself.

**4. FTE allocation:**

Because UCSC is entering a phase of slowed growth, the plan places greater emphasis than some departments may have anticipated on the strategic use of replacement positions, given a substantial potential turnover in faculty due to retirements. This means that departmental plans for future hiring should have been explicitly predicated on a combination of managed growth and faculty renewal. We understand that three of the five divisions, Engineering, Humanities, Social Sciences, are now in the process of revising their plans, the better to reflect the strengths of successful programs, their potential for cross-fertilization with other areas, and how, strategically using replacements, to maintain and build upon this excellence.

On numbers and percentages: CPB has discussed the issue of the relative merit of defining divisional sizes in terms of numbers of FTE or percentages of the total size, and we recommend using a combination of both methods.

For the short-term enrollment target of 17,215, envisioned roughly over a 3-5 year planning horizon, we suggest specifying FTE numbers, and for the longer term cap of

19,000, we advise using percentages. The latter figures would have to be determined within several different scenarios, given that the development of professional schools would change the numbers. Working in terms of percentages would allow for future fluctuation in FTE numbers with the development of one or more professional schools.

It may be useful for all recommendation in terms of numbers of FTE to be followed by a translation into percentages, so that the campus will be clear on what the allocations mean and how they compare to UC norms. For near-term planning, numbers of FTEs are useful in two ways. First, actual numbers provide a counterbalance to the zero-sum assumption (i.e., that additional growth in one division must come at the expense of reduction in another). Not only does this cause unnecessary friction but also, with the central pool of FTE that has been reserved for new initiatives and opportunities, it is not an accurate reflection of campus realities. Second, FTE numbers reflect the sound methodology by which they are derived: an allocation based on statistics, e.g. comparisons with other UC campuses, rather than the arguments presented in the academic plans. We are most more concerned with actual FTE counts and whether or not departments and divisions have the resources needed to excel and meet internal and campus goals.

For the finalized plans on divisional sizes, the Senate expects a full justification based on an identified set of metrics that balance instruction and research in a flexible, non-formulaic mode of assessment. By flexible, we mean that this set of metrics would be adjusted to fit the different budgetary conditions and disciplinary assumptions under which each division operates. In addition, over time, these metrics would allow the campus to evaluate the ongoing performance of each division. Such measures include but are not limited to: divisional workload, faculty/student ratios, distribution of students and time to degree in undergraduate and graduate programs, faculty recruitment and retention, research and grant monies, and, most important, the overall quality of education delivered within and across programs. For more details on the metrics, please see CPB Response to the Divisional Academic Plans (June 2, 2006) and the Addendum (June 29, 2006).

<http://senate.ucsc.edu/cpb/CPBAcadPLanRevFinal.pdf> <  
<http://senate.ucsc.edu/cpb/Addendum10yrPlans.pdf>

##### **5. Assessment and accountability**

In practice, a plan implies principles to prioritize proposed program phase-in and budgets, criteria of accountability (short- and long-term), and, finally, guidelines for incorporating new initiatives in relation to existing needs. We want to make sure that the final planning document, to be issued in June, will identify the priorities by which new initiatives will be phased in and balanced against existing, core programs, and that it will enable the campus to adjust to changes in expected funding, whether positive and negative without having to call for new plans.

Taken together, the divisional draft plans reflect a set of broad, agreed-upon campus goals: enhancing graduate education and research; fostering interdisciplinary and trans-

divisional education and research; and maintaining and strengthening core academic programs, disciplinary and interdisciplinary, that constitute recognized centers of excellence for the campus. What the EVC derived from the plans in this draft is the overall size, within given ranges, of each Division, producing a preliminary shape of the campus in the future. The campus has yet to agree upon these figures. However, over the course of our consultation, several priorities and principles have emerged that may help to structure the decision-process by which specific proposals are assessed.

**Assessing the divisional plans:**

- The five divisional plans may best be evaluated on the basis of how explicitly each addresses the balance and trade-offs between new and existing programs. What are the potential synergies/conflicts between the divisional plan itself (“its front end”) and the strengths and weaknesses of the departments and programs currently in the division? Is there unrecognized overlap or redundancy between new and existing programs, or even in the new programs themselves? By the same token, are there unrecognized possibilities for clustering complementary projects and personnel? If the plan reflects a divisional imperative to produce a thematic justification for new hires, which existing programs benefit and which suffer as a result? Is this (implicit) effect of the plan on existing programs warranted? What should the priority of the new programs be in the total budget of the division? Answers to these questions are necessary for building greater divisional accountability into the planning process.
- The five divisional plans must also be evaluated on whether the new initiatives proposed are good for the campus as a whole. How do the plans promote the broad aims of the campus to enhance diversity, to build graduate education, including the development of professional schools, to foster interdisciplinary and inter-divisional approaches to learning?

**Assessing the divisional structure:**

- The explicit overlap and implicit competition between plans raise obvious questions about the divisional structure. Do the good ideas in the plans benefit or suffer from their location in the Division that proposed them? To what extent is the divisional structure of the campus beneficial or detrimental to the ability of the campus to implement the good ideas in the plans? The plans suggest a newly important role for interdivisional programs, and also a possible role for additional, non-divisionally-based programs (such as a school of environmental science and policy, or a school of media studies) to implement some areas of significant faculty interest across several divisions.

**Budget and Planning:**

- One of the campus priorities is to secure a new mix of state and private funding that will wean us away from the excessive reliance on state funds that has characterized the method of growth in the past. This means:
  - First and foremost, University Relations must be required to assist faculty in integrating plans for private funding into the development of all programs, existing

and new. Prioritizing the needs of those programs is essential. Graduate programs that are on the “fast track” should be incorporated under the broad development umbrella and given clear benchmarks of performance. An important future role for CPB will be to monitor and report on the effectiveness of campus development efforts, both in general and in targeted areas.

- Second, resource plans must be formulated by departments, or faculty groups, proposing programs as well as by divisions. Clear templates should be provided by the Administration for developing such plans.

- Insofar as the plan for any academic programs is contingent on private funding, it should be a normal duty of the involved faculty to set fundraising benchmarks and to evaluate the success of the development office in identifying and approaching foundations (etc.) that fund in their area.

- Insofar as a funding plan is based on growth in contracts and grants, involved faculty should have a joint action plan with the Vice-Chancellor of Research that includes understandings about the return of recovered indirect costs to the program.

- Insofar as the plan requires forward-funding from UCOP, there should be a performance timeline for actions by the VPAA and Graduate Dean to establish a new “school” or “college” (such as the School of Engineering) that would be eligible for forward funding.

- Finally, insofar as the plan is to backward-fund the program from existing enrollments, there needs to be explicit analysis of the consequences for existing programs of such resource set-asides by the CPEVC and the Deans.

Academic plans at all levels should consist of analysis as well as advocacy. Review and approval of such plans should focus on the budgetary conditions for the implementation and the administrative actions that will be taken toward this end.

Sincerely,



Susan Gillman, Chair

Committee on Planning and Budget

December 1, 2006

Fay Crosby, Chair  
Academic Senate  
Santa Cruz Division

RE: UCSC STRATEGIC ACADEMIC PLAN DRAFT

Dear Faye:

The Committee on Preparatory Education (CPE) appreciates the opportunity to comment on the draft UCSC Strategic Academic Plan. We commend the Office of the Executive Vice Chancellor and their efforts to construct a consensus academic planning framework for the campus and we are sympathetic with the difficulties of doing so in the current budgetary environment.

Nevertheless, we have deep concerns about what we feel is a lack of serious attention to issues related to undergraduate education in general and preparatory education in particular in the current draft plan. The tone and focus of the plan seems to suggest that the campus is satisfied with the adequacy of our current undergraduate programs and curriculum, that the resources we currently invest in that curriculum are sufficient, and that the population of students that we will serve in the future will be essentially the same as the one we have today. There is no discussion of areas of potential problems or concerns within undergraduate education. Nor is there a sense of striving for increased excellence within this area of the academy. This overall sense of complacency seems particularly unwarranted given the renewed discussions initiated recently by the Committee on Educational Policy on the campus' General Education requirements, for example. The document also contains no realistic discussion of the changing demographics of the state of California, how these changes will effect the composition and preparedness of future UC eligible cohorts or of how the changing academic needs of this cohort may affect campus resources and planning.

We anticipate that the increased recruitment, retention and success of a diverse cohort of undergraduates that more accurately reflects the demographics of our state will require more resources and curricular planning in areas of basic skills development, particularly in mathematics and writing. CPE believes that our campus has an ethical obligation under the state compact to assure that all UC eligible students are provided the opportunity to achieve the same level of academic preparedness to succeed at the University. Many students master these skills in high school; but an increasing number of UC eligible students do not. For example, the rise in the immigrant population of this state means that we have already seen and will continue to see increasing numbers of eligible students arriving at UCSC with diverse problems mastering college level writing that are specifically tied to their status as English language learners. We are the only UC campus with no formal program for addressing the special needs of this particular cohort of students. Lack of proactive and preemptive planning in this area will catch up with us very soon, if it has not done so already.

Comments such as that found on page 30 of the draft plan that suggest that “[t]he demands of the Writing Program may not increase dramatically if the student growth is accommodated through increased retention and transfer students” appear to be based on assumptions that have no clear evidentiary foundation. These include assumptions about the adequacy of current resources and whether those resources will be sufficient to meet the needs of a dynamically changing undergraduate student population in the future. Do we really know for a fact that transfer students are resource neutral in terms of their needs for preparatory courses in writing and math? How prepared are our transfer students for the rigors of upper division course work in their majors? Does lack of preparation cause them to take longer than the nominal two years to graduate? It seems we must investigate these issues before we use such assumptions to structure our academic plan.

On page 8, the plan states that “[f]rom this table we can see that the majority of the enrollment growth would be best accommodated if they follow the bulk of the investments in Engineering and Physical and Biological Sciences.” We agree that this scenario would be for the best but doubt that it will occur without some concerted campus planning and social engineering. We also doubt that such a realignment of the undergraduate population will be resource neutral. In order for this shift to occur, we believe that some or all of the following strategies will need to be implemented:

- 1) A more concerted effort will need to be made by the Admissions Office to selectively recruit and yield students with a stated interest in the fields of science and engineering.
- 2) More of the impacted majors in the Social Sciences and the Arts will need to institute caps on their majors. This practice could leave some students without the ability to matriculate in a major and could have a negative impact on retention.
- 3) Students may need to declare majors sooner and changing majors may need to be bureaucratically discouraged. Again this could have a negative impact on retention.
- 4) More effort must be made to retain students in the science and engineering majors.

Implementing the fourth strategy will most likely require significant campus investment in the lower division courses that serve as the gateways to majors in science and engineering. Our committee is particularly concerned with precalculus and calculus as basic preparatory courses, but other classes that have become significant barriers to student success in these fields may also need attention. We believe that it is matter of equity and social justice that all students who want to pursue degrees in science and engineering be given a fair chance of doing so and that these opportunities not be limited to the privileged few who happened to go to the best college preparatory high schools. As a campus we may want to fundamentally rethink how we deliver instruction in these critical pipeline courses, following best practices at other universities. Such curricular reform may require increased investment in more sections of courses, smaller class sizes, more teaching assistants and tutors, and other forms of supplemental instruction. None of us are math experts, so we do not presume to know how best to accomplish these goals, but we suspect that they cannot be achieved cheaply or without significant tradeoffs in other areas of the academic plan.

Our committee also anticipates that as we expand our graduate programs, as recommended in the draft academic plan, we will see an increase in international students at UCSC. At least some of these students can be expected to have problems with English language proficiency that will impact their ability to perform as teaching assistants in our undergraduate curriculum and may limit their potential success within their academic course of study. Again, UCSC lags behind its sister campuses in being the only UC with no formal program for ESL training for international graduate students. Providing such resources and support for foreign students will be essential if we are to raise our profile as a major research university of international stature and if we are to recruit and retain the very best graduate students from a worldwide pool.

Finally and more generally, we are concerned that the draft Academic Plan reinforces a long-standing campus problem by dealing with issues related to general math and writing instruction within the context of the individual divisional plans, rather than developing a planning and funding structure for dealing with these curricular issues at a campuswide level. This approach appears to reify a certain parochialism in regards to these particular areas of study that has not served our campus well in recent years and which seems out of step with the emphasis on inter-disciplinary cooperation and planning evident throughout the rest of the document. Assuring that both undergraduate and graduate students have the academic skills necessary to succeed and achieve excellence in the majors of their choice should be a campuswide priority and should be planned for and managed at the campuswide level. CPB, CEP and CPE, at various times in recent years have all called for a more stable and centralized funding formula for the Writing Program. We would also like to recommend the development of an inter-disciplinary consortium, which would include representatives from Physical and Biological Sciences, Social Sciences and Engineering, to oversee and coordinate basic math instruction (particularly at the level of precalculus and calculus) across campus. This suggestion is not meant to imply any criticism of those individuals or departments that are currently offering precalculus and calculus instruction, but only to suggest that the quality and success of such courses are of deep concern to the whole campus, with implications for diversity, equity and retention, and should receive campuswide funding, coordination and planning.

We appreciate the opportunity provided by the Office of the Executive Vice Chancellor to comment on this draft plan and offer these observations and suggestions in the spirit of joint governance and cooperation.

Sincerely

/s/

Judith A. Habicht-Mauche  
Chair, Committee on Preparatory Education

cc: Quentin Williams, Vice Chair, Academic Senate, Santa Cruz Division  
Deborah Letourneau, Secretary, Academic Senate, Santa Cruz Division  
Senate Chairs (via ASO staff)

November 29, 2006

To: Faye Crosby, Chair, Academic Senate  
From: Don Brenneis, Chair, Graduate Council

**Re: GC on the Draft Strategic Academic Plan (SAP)**

Dear Faye:

I am writing to convey the views of Graduate Council concerning the Draft SAP. We discussed the draft plan at some length at two meetings. As one of the recurrent comments about the plan, especially when compared with those of other UC campuses, is that it was far too prolix, I will keep our comments brief.

Members noted that this SAP represented an advance over others, as it actually spoke more to academic issues than had its predecessors, which were more along the lines of business plans. At the same time, members noted real concern about several elements of the draft plan. They were concerned that it lacked substantive information about infrastructure, graduate student support, library resources and other material resources crucial to the grounded success of any plan. A second area of concern had to do with the timing and genesis of the plan, as it drew primarily on divisional plans, several of which were drawn up by interim deans in a year in which searches were under way. Further, while Senate Committees were consulted briefly regarding the individual divisional plans, there was no ongoing consultation during the shaping of the aggregate plan. Some Council members thought that a thorough redrafting following fuller consultation was necessary. As is frequently the case in such documents, such free-floating terms as "impact" and "excellence" figured centrally without either their meanings or ways of ascertaining how they fit specific programs and departments being clearly or subtly laid out.

Occasioning the greatest controversy was the interdisciplinary framework that shaped the draft plan and which, if adopted, will determine the plan's further trajectory. All members are highly sympathetic to interdisciplinary research and teaching as key to the future of the campus and the university. At the same time, the six rubrics laid out struck many of us as somewhat arbitrary, not necessarily reflecting adequately the range of programs and possibilities across the divisions, and definitely top-down. Where are the space and support for bottom-up innovation, and where are the space and support for less interdisciplinary inquiry and teaching in new areas?

Moreover, as the diverse nature of our leading graduate programs suggests, interdisciplinarity is not a one-size-fits-all path to excellence. The plan needs to recognize more explicitly that resources should be allocated to support program excellence, whether that be in innovative interdisciplinary areas or in highly rated disciplinary research. While interdisciplinarity might rhetorically suggest greater freedom and stimulus towards innovation, elevated into an abstract goal, it may also serve as a different kind of strait jacket, one that constrains high quality research and advising perhaps more than it facilitates their development. GC members were very concerned that the now popular trends highlighted in the plan not be allowed to overwhelm existing, valuable areas of study or to crowd out emerging areas of work, whether interdisciplinary or located within traditional disciplines.