

February 14, 2018

AVPAA Martin Berger  
Chancellor's Office

**Re: Strategic Academic Plan Process**

Dear Martin,

Thank you for agreeing to meet with the Committee on Educational Policy (CEP) on February 21 at 12 pm to discuss our questions and concerns about the Strategic Academic Plan process. In order to help you prepare for the discussion, we are providing the points we would like to discuss:

- 1) The Senate must have the opportunity to meaningfully review the Strategic Academic Plan and Implementation Handbook that emerges from the Strategic Academic Planning process, before the Campus Provost/Executive Vice Chancellor (CP/EVC) can decide whether and how to implement it. CEP raised this in our January 12 letter to Academic Senate Chair Einarisdóttir and we have not seen any satisfactory response to this point. More specifically, the review process timeline must incorporate not only the opportunity for the Senate to comment on the full draft plan, but also for those comments to be considered and incorporated, i.e. the timeline must be set to include the possibility that the full draft plan may be revised on the basis of Senate feedback.

We base the above conclusions on the following:

- a) Shared governance of the University of California means that the UC Academic Senate “is charged with direct control over academic matters” and, on our campus, “makes recommendations, advises on campus administrative decisions, and coordinates academic program development with [the] Campus Provost/Executive Vice Chancellor.”<sup>1</sup>
- b) The Strategic Academic Plan promises to shape our campus academic landscape for years to come.
- c) In order for the Senate to execute its shared governance prerogatives and obligations, the Senate would need to be able to evaluate an academic plan before we could advise the CP/EVC on its merits and liabilities.
- d) Review of each individual part of a plan is welcome and appropriate, but not equivalent to or a substitute for review of the plan as a whole. In considering how the parts fit together, one might see opportunities or liabilities that cannot be visible when considering individual components on their own.
- e) Moreover, the fact that Phase 2 of the planning process seems to have begun without a clear indication of the impact of consultation during Phase 1, that Phase 3 will probably conclude after the deadline to have any concerns discussed by the full Senate this academic year, and Phase 4 will conclude at the end of the academic year, shows the importance of a review of the final plan.
- f) Senate oversight of our campus academic planning should not be affected or overruled by any perceived or actual benefits of moving more quickly than Senate oversight processes allow.

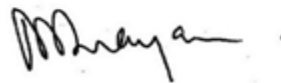
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<sup>1</sup> <https://cpevc.ucsc.edu/organization/shared-governance.html>

- 2) In addition to this fundamental point about shared governance and senate review, we have a number of additional concerns and questions:
- a) How and when will the Senate assist in reviewing/consolidating the various themes emerging from the campus-wide efforts by thematic working groups? How and at what stage will the Senate be invited to determine the impacts of the themes on educational policy?
  - b) Will the final plan include an analysis of how the growth envisaged in the plan will ensure that adequate resources are provided for undergraduate education?
  - c) We have been told that the Entangled Solutions will convert the outcome of strategic academic planning into an implementation handbook. When will Senate, for its purview over academic matters, deliberate on the potential need for modifications to that implementation handbook? Is it possible to share a copy of an implementation plan crafted by Entangled solutions previously for another institution?
  - d) Will strategic academic planning address the core mission of providing excellent foundation in liberal arts education for life-time skills (and not just a vocational job for tomorrow) to cope with dynamically changing realities?
  - e) When will we learn how CEP's Phase 1 comments, and those of the Committee on Academic Freedom - particularly on procedure - have been incorporated and/or declined?
  - f) We understand that there would be a benefit to being able to conclude the process in time to use its results to guide next year's FTE allocation, if it is possible to do so within the bounds of Senate oversight. What is the date by which the process would need to be concluded in order for it to inform next year's FTE allocation, and how has that date been determined? Are there any other time constraints on the planning process?

CEP will publish this letter on the committee's website on Tuesday, February 20 at 10 am. We believe that it is important for Senate members to see what their committees are doing about the Strategic Academic Plan before the Senate meeting on February 21 when the plan will be discussed. If you have a response for us before then, and let us know that you would like us to publish it along with our letter, we will do so. We are sorry for the short notice, but since you have been leading the Strategic Academic Plan process, we hope that it will be easy for you to respond to the points above.

Sincerely,



Onuttom Narayan, Chair  
Committee on Educational Policy

cc: CP/EVC Tromp  
Senate Chair Einarisdóttir