UNIVERSITY OF CALIFORNIA
SANTA CRUZ

Strategic Academic Plan and Implementation Playbook

Strategic Academic Plan

July 18, 2018

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“

UC Santa Cruz has world-class programs and faculty who are pioneers in their fields, doing transformative work. Our Strategic Academic Plan will enable us to leverage our strengths, build new programs, advance scholarship in novel directions, and highlight the work we do to audiences worldwide.

”

George R. Blumenthal

CHANCELLOR

“

UC Santa Cruz has the capacity to take a greater role on the international stage: to lead with our cutting-edge scholarship, to offer new strategies for engaged and ethical pedagogy, and to provide a visionary model for public higher education — qualities that honor and advance our founding mission. We can extend our impact and inspire not only California and its citizens, but the whole world.

”

Marlene Tromp

CAMPUS PROVOST AND EXECUTIVE VICE CHANCELLOR

In 1965, the University of California Santa Cruz opened with 650 students and an unconventional vision: to build a research university that fostered self-determination and connection to community through progressive, innovative teaching methods. Set atop a hill overlooking the Monterey Bay, it was an enclave that allowed students to pursue knowledge in a natural setting unlike that of conventional public colleges.

The experiment proved fruitful. Faculty and students have driven foundational work in arts, humanities, social sciences, physical and biological sciences, and engineering. The university is known nationally as a role model for environmentally and socially responsible colleges. In 1965, the History Consciousness Program was founded at UC Santa Cruz, an internationally known hub for the study of new and emergent fields in the humanities, arts, and social sciences. In 1984, faculty researchers made history by introducing a theory of Cold Dark Matter that is now the basis for how we understand the formation of galaxies in the universe. And in 2000, researchers at UC Santa Cruz were the first to assemble the DNA sequence of the human genome. The University is a pioneer in social and environmental responsibility, leading the sustainable food revolution and tackling the major social issues of our times.

While its accomplishments are considerable, UC Santa Cruz faces challenges endemic to higher education in the twenty-first century--including a lack of funding for core services, increased demand for student support services, and dwindling research funding opportunities for faculty. National and state funding trends for public higher education impede its ability to fully deliver on its promise to support all members of its diverse community and continue to develop solutions to the world's most critical challenges. To build on its successes and flourish in the new century, UC Santa Cruz has created a strategic academic plan to help nurture strengths, identify unique opportunities, and invest resources thoughtfully in order to maximize the institution's research and educational impacts. Throughout the past academic year, it sought broad community input and fostered robust dialogue, in order to determine and articulate its priorities, goals, and values, and develop five corresponding principles to help guide its academic development over the next five years.

The campus community has coalesced around the following design principles:

1. Drive research and creative work that transform our world
2. Create enriching experiential learning and research opportunities for students
3. Engage and support a diverse faculty, staff, and student body
4. Support generative interdisciplinary connections in research and teaching
5. Expand excellence in innovation in areas distinctive to UC Santa Cruz, such as social justice, diversity, and sustainability.

These clear, succinct principles will help UC Santa Cruz stay on track as it navigates opportunities and identifies areas for investment.

Summary

Summary

Vision
- Past accomplishments
- Why now?
- What we're trying to achieve
- Design Principles

Method
- Summary
- Process
  - Overview
  - Data collected: Interviews, surveys, forums, group discussions, open events, barriers, opportunity analysis.

Strategic Plan
- Summary
- Elements of Strategic Academic Plan
- Design Principle 1-5
  - Goals
  - Key outcomes
  - Initiatives
  - Barriers
- Academic Priority Areas
  - Overview
  - Earth Futures
  - Justice in a Changing World
  - Digital Interventions

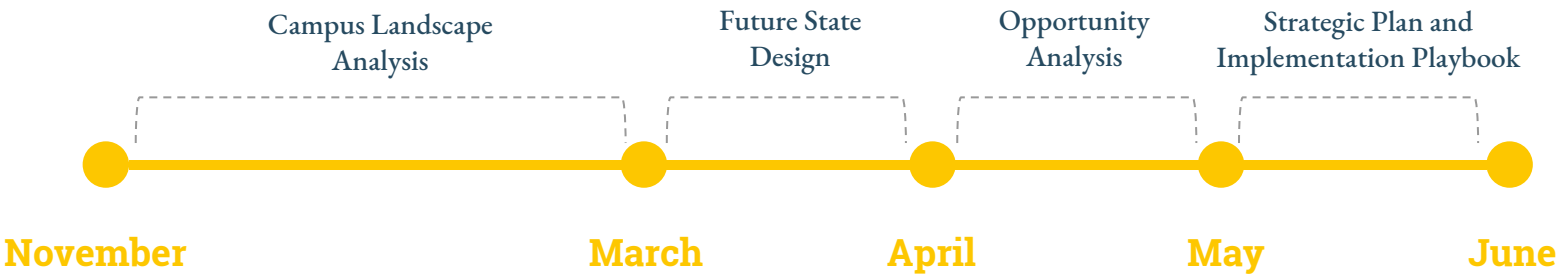
Implementation Plan
- Summary
- What's going to happen
- When is it going to happen?
- Why is it going to happen then?
- Who's responsible for making it happen?

Appendix
- Campus Landscape Findings
- Future State Brief
- SAP Process Adjustments

Method

Timeline

While many institutions have made strategic academic planning a purely executive or administrative process, Chancellor Blumenthal and CP/EVC Tromp feel strongly that UC Santa Cruz's strategic plan and future be built through engagement with the entire campus community—faculty, students, and staff. Interviews, workshops, committee meetings, and group discussions involved as many constituencies in the process as possible. To facilitate this vision, the strategic plan was structured in four distinct phases: campus landscape analysis, future state design workshop, opportunity analysis, and strategic plan and implementation playbook.



Pre-planning - From June 2017 to October 2017, the Chancellor and CP/EVC consulted with campus and Senate leaders and solicited planning input from supporting units.

Phase one - From October 2017 to February 2018, our consultants, Entangled Solutions, conducted one-on-one interviews with 115 community members to glean insights from faculty, students, and staff on the strengths and challenges of working and studying at UC Santa Cruz. Through interviews, surveys, open forums, and many dozens of committee meetings, we illuminated our institutional values and priorities. The first rough draft of our design principles emerged from this phase.

Phase two - From March 2018 to April 2018, we entered the future state design phase, which sought to articulate the major academic themes on which the strategic academic plan would focus—*themes that built on the university's strengths, imagined new directions powered by those capabilities, and helped UC Santa Cruz seize strategic opportunities.* Toward that end, and in response to Phase one faculty feedback, Themed Academic Working Groups (TAWGS) were created to enable faculty to join across departmental and divisional lines in collaborative efforts to consider how research and/or teaching efforts could be enhanced through the infusion of new resources, the reduction or elimination of internal campus barriers, and, potentially, the groups' ability to generate new resource streams. With an extraordinary faculty response, one hundred and eight exploratory groups formed and 28 proposals were submitted. The proposals were reviewed and analyzed by the campus community, Information Technology Services, Library, Vice Provosts, Office of Research, Academic Advisory Committee, and Senate. During this phase, we also began work on identifying and prioritizing those internal campus barriers that impede research, teaching, and learning.

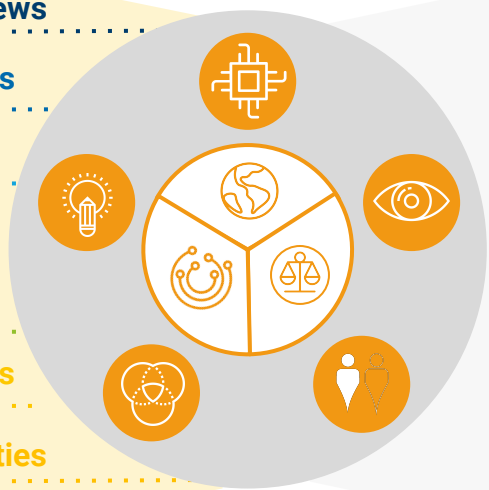
Phase three - From May 2018 to June 2018, SAP committees reviewed community feedback and assessed the TAWG proposals prior to making recommendations to the Chancellor and CP/EVC on the university's academic priority areas. The Chancellor and CP/EVC reviewed all TAWG input and designated three academic priority areas, each of which drew from the expertise of multiple TAWGS in related thematic areas. The SAP committees also reviewed and prioritized for the Chancellor and CP/EVC the barriers identified by the campus community and analyzed by the Senate. In this phase, our design principles were finalized.

Phase four - From June 2018 to July 2018 Entangled Solutions conducted external research to validate the academic priority areas, interviewing key thought leaders and analyzing peer and aspirational institutions to make certain that UC Santa Cruz has the capacity to excel in these areas. Entangled Solutions also developed a transparent and action-oriented implementation plan that defines clear ownership of initiatives and outlines an assessment process built on measurable outcomes.

Community Driven Process

Input

- Individual Interviews
- Surveys
- Forums
- Group Discussions
- Barriers
- Opportunity Analysis
- Additional Outreach Activities



Output

Strategic and Implementation Plan

Priority Areas

Design Principles

Initiatives

Individual Interviews

Over the past eight months, Entangled Solutions conducted one-on-one interviews with 115 community members from a range of groups to discover the shared values, unique characteristics, and promising academic themes on campus.

115

1:1 Interviews conducted by Entangled Solutions (ES)

78

Faculty representing these constituencies

Academic Deans
Steering Committee
Working Group
Academic Senate
Academic Chairs
Other Academic Leadership

37

Students/Recent Graduates

26 during Winter and
9 during Spring

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Surveys

In response to early faculty feedback, five surveys were distributed across campus to help anchor the strategic plan in objective information, prioritize design principles, establish the criteria by which TAWGs would be assessed, and elicit feedback on initiatives.

5

Surveys distributed with 1,996 responses

Dec./Jan.

Faculty Insight Survey (150)

Feb.

Assessment Criteria Prioritization Survey (427)

Mar.

Future State Design Principles (60)

Apr.

Assessment of Themed Academic Working Group Proposals (288 faculty, staff, students)

May

1,071 undergraduates completed the student survey (roughly 6.5%)

Forums

To foster robust engagement, we facilitated nearly **one hundred SAP meetings**--all-campus forums, but also meetings with departments, divisions, chairs, individual faculty, and staff and student groups over the course of the academic year. These meetings helped surface a wide array of viewpoints and perspectives. The diversity of perspectives aired helped shape the plan's outline and content.

10

Campus Forums

Dec. 6: Faculty Forum
Jan. 23-25: Seven Forums
May 23-24: Two Forums

Dec.6

Faculty Forum

May

Two Open Forums

Jan. 23-25

Seven Faculty, Staff and Open Forums

Opportunity Analysis

In the opportunity analysis phase, Entangled Solutions took the approach of providing a high-level overview of the factors that would support UC Santa Cruz's pursuit of the three academic priority areas: Earth Futures, Digital Interventions, and Justice in a Changing World.

To understand the demand for teaching and research in these areas, they considered enrollment trends as reported by the National Center for Education Statistics (NCES); national and global problems to be solved as described by US Agency for International Development (USAID) and the National Academy for Engineers (NAE); and industry and occupational trends reported by the Bureau of Labor Statistics (BLS).

They also looked at the activity in these academic areas at comparator institutions that UC Santa Cruz identified for them. And with all of these things in mind, Entangled Solutions sought to provide some suggested funding sources that the university might pursue.

Approach

Provide a high-level overview of the factors that would support UC Santa Cruz's pursuit of the three academic priority areas: Earth Futures, Digital Interventions, and Justice in a Changing World.

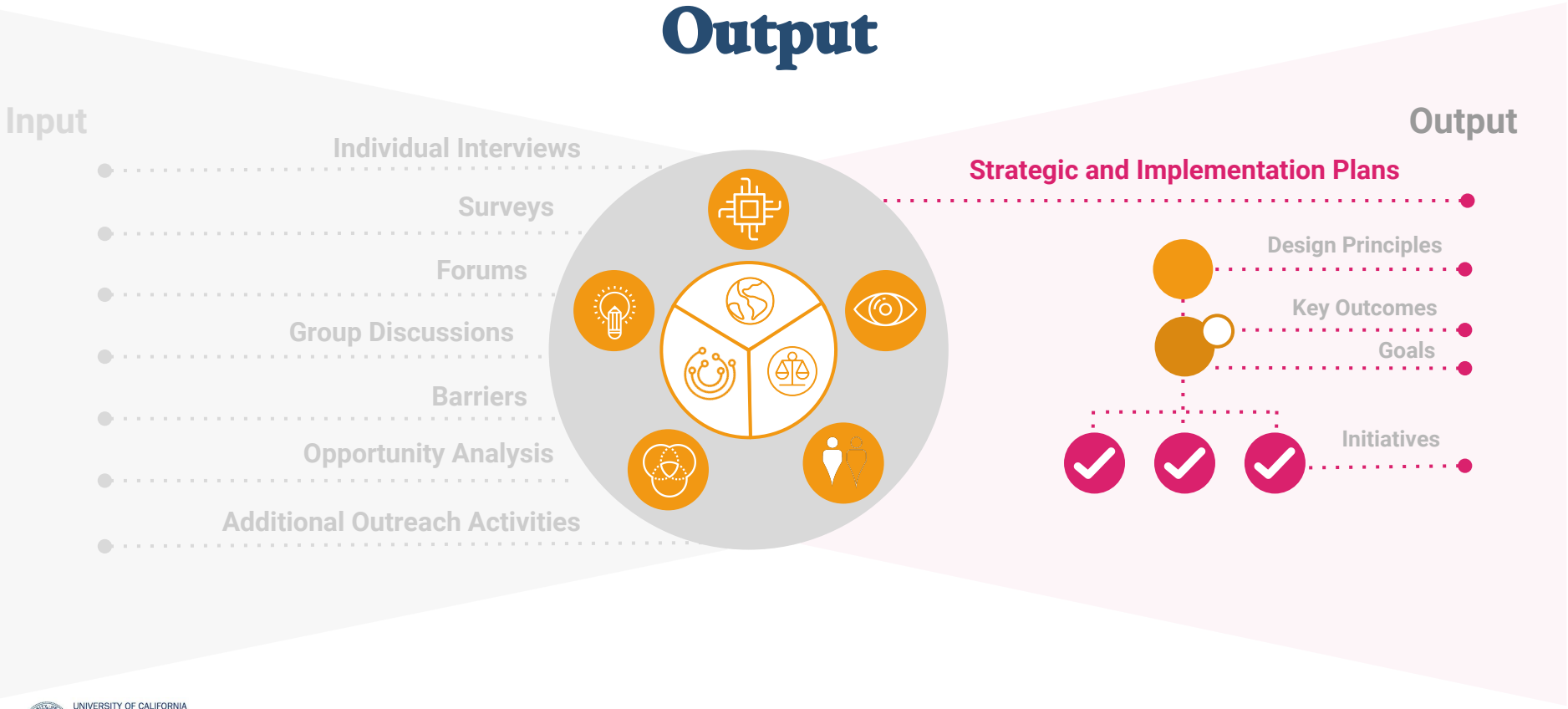
Considerations

Enrollment trends, industry/occupation trends, national and global problems to be solved, activity at comparator institutions, and potential funding sources.

Partial List of Sources

NCES, BLS, USAID, NAE, foundation and corporate websites, and other institutions' websites.

Output


Input
Individual Interviews
Surveys
Forums
Group Discussions
Barriers
Opportunity Analysis
Additional Outreach Activities
Output
Strategic and Implementation Plans
Design Principles
Key Outcomes
Goals
Initiatives

Strategic Plan

Aspiration alone does not guarantee achievement. Prestigious universities routinely design bold plans for the future, but many fall short because they are not linked to concrete and realistic implementation plans and have no input from faculty, students, and staff. Furthermore, their institutional goals and aspirations are often solidified without sufficient research into resources, needs, organizational capacity, or current and emerging academic trends.

To ensure that the vision of UC Santa Cruz for its future can be made real, Entangled Solutions linked each design principle to a concrete goal that is tied to a menu of possible initiatives and outcomes.

The difference between goals and initiatives should be noted. Strategic goals are direction-setting, outcome-based aspirations. Initiatives, on the other hand, are concrete steps taken in pursuit of a goal. Initiatives are actionable and specific, bridging the gap between desired outcome and execution. Good initiatives provide clear steps to achieve goals.

Key outcomes are metrics that enable the monitoring of progress toward specific, defined objectives. By assessing outcomes we ensure that initiatives and, ultimately goals are realized. UC Santa Cruz chose to utilize multi-factored variables to capture a wide array of progress toward initiatives.

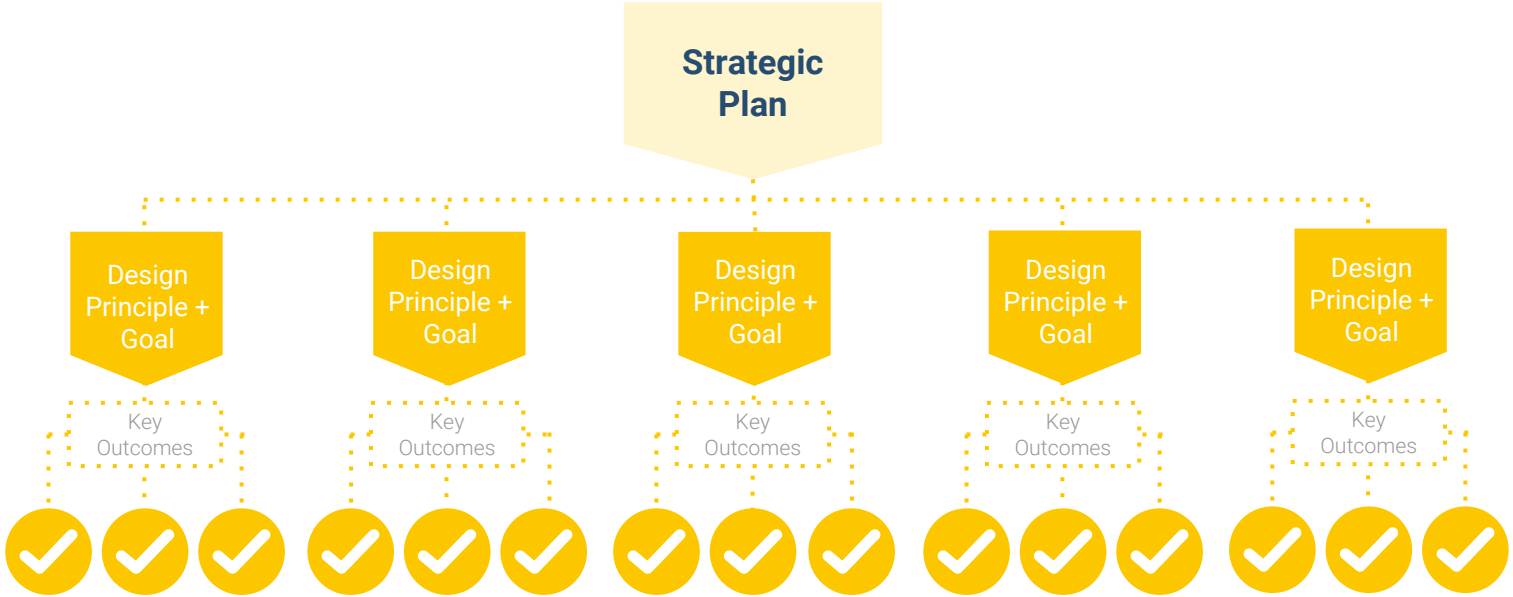
Selected data sources for tracking progress may include:

- Citations and IP licenses
- Faculty retention rates
- Graduation rates
- Graduate employment statistics
- Graduate pursuing graduate school statistics
- Experiential research opportunities
- Cross-collaborative research statistics
- Interdisciplinary grant applications
- Number of cross-listed courses
- Third-party audit score of hiring and retention practices
- Number of applicants who qualify as a protected class

This action-oriented structure paves the way for continuous improvement, allowing UC Santa Cruz to quickly identify the most important initiatives, the community members who need to be involved, and the desired outcome for each initiative.

Structure

The implementation work will break down the academic strategic plan into **high level goals** that are linked to one of the campus's design principles. Key outcomes are assigned to goals, and campus-generated initiatives have been developed to achieve those outcomes.To ensure maximum autonomy, each **unit leader** will be empowered to implement the plan in their unit as they see fit.



= Initiative

Introduction to Elements of Strategic Plan

Intro to Design Principles

Design principles are clear, tightly defined guidelines that identify a conceptually coherent set of institutional aspirations. The five UC Santa Cruz principles are intended to represent the objectives of a large number of campus constituents, and be distinctive, precise and unambiguous. The design principles advance our institutional values and will help facilitate a shared understanding of why particular initiatives have been prioritized.

Intro to Academic Priority Areas

UC Santa Cruz has identified three academic priority areas—Earth Futures, Justice in a Changing World, and Digital Interventions—on which to focus its strategic efforts and provide an infusion of resources through 2023. By focusing on these major areas of cross-disciplinary research, the university will build on its strengths as it imagines new avenues for creation, analysis, invention, and discovery. The academic priority areas were created with input from faculty, students and other campus constituents through insight surveys, focus groups and open forums. The three areas selected will help the campus prioritize funding and development. However, it is understood that UCSC will remain a comprehensive research university with a broad range of valuable programs and that academic planning must be ongoing; even as we evolve in new directions, we will continue to support the the full range of programs essential to a R1 university.

Intro to Barriers

Part of the strategic planning process involved identifying institutional barriers to research, teaching, and learning. Faculty, students, and staff responded with hundreds of examples, from the structural challenges that hinder team teaching and the lack of funding to support graduate students, to the lack of incentives to support faculty in generating external funding. The campus community, Academic Senate, and Academic Advisory Committee, each provided their assessments of the barriers to the Chancellor and Executive Vice Chancellor, who ultimately charged the Implementation Working Group with studying, and making recommendations for reducing or eliminating, the 10 most immediate campus barriers. It is our expectation that additional barriers will be targeted for study and elimination over the five years of the plan.

Design Principles

UC Santa Cruz is proactively redefining itself in a time of rapid technology-driven social and economic change. This makes it imperative that the university act strategically, if it is to seize existing and create new opportunities. To enable decision-making that allows for decisive action, while honoring UC Santa Cruz's commitment to democratic process, CP/EVC Tromp developed a community engaged design process responsive to the calls for faculty input and feedback and informed by the aspirations and strengths of campus constituents. Through this process, UC Santa Cruz developed five bold principles to help focus our decisions over the next five years. The principles will enable the university to solve vexing problems through innovation, collaboration, creativity, and hands-on research and creative work.

- Drive research and creative work that transform our world
- Create enriching experiential learning and research opportunities for students
- Engage and support a diverse faculty, staff, and student body
- Support generative interdisciplinary connections in research and teaching
- Expand excellence and innovation in areas distinctive to UC Santa Cruz, such as social justice, diversity and sustainability

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Drive research and creative work that transform our world

UC Santa Cruz seeks to be a pioneering research university, a home to faculty and students who not only lead their fields, but push them into new territory. Ranked 4th globally for research influence, the university's faculty is the single most cited in the world, with a reputation built by breakthroughs from sequencing the human genome to sparking the global sustainable agriculture movement. Identifying and building on its faculty's unique strengths—in areas that cut across all of its academic divisions and school—will allow UC Santa Cruz to recruit the best faculty and expand its research in high impact areas that will help drive innovation, sustainability, and ethical technology.

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Design Principle #1

Drive Research and Creative Work That Transform Our World

Goal

Increase recognition of and external support for applied research & creative work

Key Outcomes*

1. Increase annual number of citations for research and creative work by xx% from a base of $YYM (x%)
2. Increase annual number of patents granted to members of the university community. (x%)
3. Increase annual number of IP and licenses granted externally. (x%)
4. Increase annual number of public faculty appearances (panels/speaker) at academic field specific events. (x%)

Menu of Potential Initiatives

- Systematically connect researchers across the divisions via a series of networking and collaboration events.
- Create a formal administrative process for seeding research and gateways for university growth. Create a formal administrative process to assess proposed collaborations between specific divisions and programs.
- Create a formal administrative process to assess proposed collaborations between specific divisions and programs.
- Address identified campus barrier: Lack of incentives and support for faculty to generate resources.
- Grow number of doctoral degrees granted.
- Create new masters programs aligned with our distinctive research
- Launch an Annual Breakthrough Award for Faculty, students, and alumni whose ideas/research has had the greatest impact.
- Run internal messaging campaign to highlight the importance of innovative research and creative work.
- Create and support research clusters around specific challenges where there are known research funding opportunities.
- Launch project management affiliate non-profits that are tasked with partnering with the private sector R&D.
- Provide support to faculty to discover and secure new sources of support for their work.

* Percentages will be set after final key outcomes are selected and starting benchmarks established.

Create enriching experiential learning and research opportunities for students

UC Santa Cruz aspires to be a place for students to think big. Already more enriching than most public and private colleges, UC Santa Cruz wants to be a place where students discover by doing, driven by profound curiosity and a spirit of engagement. Worldclass natural resources and off-campus experiences, coupled with innovative research and creative opportunities, provide unique learning environments for students. However, demand for these key hands-on experiences currently exceeds supply. By supporting the most transformative experiential learning and research opportunities, UC Santa Cruz can build on its strengths and find new ways to be inclusive and provide transformative experiences for its students. UC Santa Cruz can also expand its learning opportunities outside of the classroom by deepening its connections to external organizations, so enabling more enriching partnerships. The wide range of valuable on- and off-campus experiences will prepare students to be creative thought leaders who are sought after for their innovative thinking and who have capacity to impact powerfully the world around them.

UNIVERSITY OF CALIFORNIA SANTA CRUZ

- Drive research and creative work that transform our world
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- Expand excellence and innovation in areas distinctive to UC Santa Cruz, such as social justice, diversity and sustainability

Design Principle #2

Create Enriching Experiential Learning and Research Opportunities for Students

Goal

Increase percent of graduates who participate in experiential and research opportunities by x% from a base of yy%

Key Outcomes*

1. Increase the Net Promoter Score (satisfaction rating) of experiential and research opportunities by xx% from a base of yy%. (x%)
2. Increase percentage of graduates employed or holding internships within 6 months of graduation. (x%)
3. Increase percentage of graduates pursuing graduate school within one year of graduation. (x%)
4. Increase percentage of students who are in a summer experiential program or internship in their junior year. (x%)

Menu of Potential Initiatives

- Create research experiences for undergraduate students in the form of research quarters as part of all curricula across divisions.
- Create study away applied experiences in research and create work, focused on responsible innovation and commercial venture impact.
- Create a student-run consultancy to manage applied challenges/projects for govt/NGO/corporate sponsors.
- Develop partnerships with govt/NGO/corporate sponsors for structured research experience internships or coops.
- Provide faculty with research funds or a course release to incentivize the development of new courses, or revision of existing courses, to create more hand-on research or experiential opportunities for students.
- Build incentives into the merit and promotion process to include students in primary research and creative work.
- Include independent study and student research in teaching-load calculation.
- Launch fifteen new research partnerships with industry/not-for-profit partners.
- Launch a new research fellowship to bring researchers from regional industries and universities to UC Santa Cruz to work with students.
- Create/grow undergraduate research fellowships.
- Create masters programs with experiential learning

* Percentages will be set after final key outcomes are selected and starting benchmarks established.

Engage and support a diverse faculty, staff, and student body

UC Santa Cruz seeks to enhance its longstanding commitment to social justice. It understands that the campus community must work together to ensure that the education we deliver meets the needs of all our students, including those who are underserved and from diverse backgrounds. Among its achievements, UC Santa Cruz is a leader in graduating first generation students and is ranked 13th for social mobility. The university also ranks highly in terms of value and ethnic diversity. UC Santa Cruz is well-situated to demonstrate that diversity in academic environments has enormous social and material benefits. Much as the first organic farm at the university played a key role in the global organic revolution, UC Santa Cruz can assume a leading role as a champion of diversity in higher education. The students Entangled interviewed emphasized the importance they place on the institution's diversity, noting that it enables and encourages them to embrace their individuality and thrive in our increasingly heterogeneous society. In the years to come, these students will be powerful advocates for diversity and inclusion throughout their professional careers.

UNIVERSITY OF CALIFORNIA SANTA CRUZ

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Design Principle #3

Engage and support diverse faculty, staff, and student body

Goal

Ensure that UC Santa Cruz embraces best practices for faculty & staff hiring, student recruitment, and student success support

Key Outcomes*

1. Improvement in third party audit score of UC Santa Cruz hiring and retention practices.(x%)
2. Improve retention rates of female and URM faculty and staff (x%)
3. Improve URM student retention and graduation rates. (x%)

Menu of Potential Initiatives

- Redevelop diversity training with experiential learning, incorporating input from students, faculty, and staff.
- Systematically assess the root of our student body's challenges to succeed at UC Santa Cruz. Methodically remove those barriers to success.
- Revamp summer orientation/preparatory program for undergraduate students to improve success rates for first generation, URM, and non-traditional students.
- Optimize first year experience to deploy best practices for diversity and inclusion and educate incoming students on key diversity and inclusion issues.
- Map the full student lifecycle experience for all students to identify key pitfalls and challenges for diversity and inclusion.
- Expand diversity training on "Unconscious Bias" for all faculty, staff, and students.
- Improve existing onboarding and orientation processes for faculty and staff, including mechanisms to improve retention.
- Refine our hiring procedures to ensure that diversity efforts are more successful.
- Map the full onboarding experience for all employees to identify key pitfalls and challenges for diversity and inclusion.

* Percentages will be set after final key outcomes are selected and starting benchmarks established.

Support generative interdisciplinary connections in research and teaching

UC Santa Cruz is committed to free expression, vigorous debate, and the examination of all viewpoints. By bringing together a global community of individuals with diverse backgrounds, UC Santa Cruz aspires to propel faculty and students to examine the intersection of seemingly unrelated fields, paving the way for innovative, inventive, and serendipitous discoveries that have big impacts. For example, a UC Santa Cruz professor of ecology and evolutionary biology is looking at what enables seals to hold their breath for 90 minutes under the Antarctic sea, and the findings of this work might have implications for understanding aging in human beings. In addition, the Silicon Valley Regional Data Trust, a public-public initiative launched in 2017 by an interdisciplinary team of faculty will enable teachers, principals, social workers, public and mental health professionals, judges, and probation officers to share information in real time about students and the services they are receiving. However, currently, the university's structure does not reflect an institutional priority on interdisciplinary work. UC Santa Cruz needs to break down barriers and create new connections between departments and divisions to further promote interdisciplinary work. Experts in the humanities could work with STEM professionals toward breakthroughs in technology ethics. Environmental science and engineering departments could team up to study ways to combat global health and climate change. UC Santa Cruz is primed for breakthrough research and teaching to emerge by lowering the barriers to and incentivizing the work of cross-disciplinary research and teaching.

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Drive research and creative work that transform our world

Create enriching experiential learning and research opportunities for students

Engage and support a diverse faculty, staff, and student body

Support generative interdisciplinary connections in research and teaching

Expand excellence and innovation in areas distinctive to UC Santa Cruz, such as social justice, diversity and sustainability

Design Principle #4

Support generative interdisciplinary connections in research and teaching

Goal

Barriers to working across divisional and departmental boundaries will be significantly reduced.

Key Outcomes*

30% increase in interdisciplinary work (based on multi-factored analysis)

1. Number of co-authored submitted/published papers (x%)
2. Interdisciplinary grant applications (x%)
3. Number of cross-listed courses (x%)
4. Number of team taught courses (x%)
5. Increase the the amount of funding to collaborative ventures (by xx% from a base of yy%.)
6. Number of events, conferences, workshops, performances co-produced (x%)

Menu of Potential Initiatives

- Create Academic Priority Areas, Centers of Excellence, and Institutes beyond department structures.
- Create a facilitation system to promote partnership among researchers from different departments and divisions.
- Optimize application of research management analysis software.
- Drive multidisciplinarity by facilitating more joint appointments, course offerings, or cross-unit research initiatives.
- Support the cross-listing of courses.
- Incentivize team-teaching through course development fund and/or course releases.

* Percentages will be set after final key outcomes are selected and starting benchmarks established.

Expand excellence and innovation in areas distinctive to UC Santa Cruz, such as social justice, diversity, and sustainability

UC Santa Cruz aims to reinvigorate its reputation as a gamechanger. It has an unparalleled commitment to social justice that extends far beyond its campus, targeting injustice, advancing diversity, and delving into new fields often overlooked by other universities. It is one of *the* "green" colleges and has participated in a global movement toward sustainability. Its student body is devoted to community service, and the university seeks out and supports visionary, socially driven faculty, fostering a community that is at once idealistic and practical, creative and analytic.

With technology spurring fundamental social and economic transformations that are likely to hit underserved communities particularly hard, there is a growing need for UC Santa Cruz's deep knowledge of and commitment to promoting equity, diversity, and sustainability. It is vital that UC Santa Cruz support these core areas of excellence. Doing so will enable the university to continue attracting the like-minded faculty, students, and staff that make UC Santa Cruz a vital, unique, world-class community of innovators.

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Drive research and creative work that transform our world

Create enriching experiential learning and research opportunities for students

Engage and support a diverse faculty, staff, and student body

Support generative interdisciplinary connections in research and teaching

Expand excellence and innovation in areas distinctive to UC Santa Cruz, such as social justice, diversity and sustainability

Design Principle #5

Expand excellence and innovation in areas distinctive to UC Santa Cruz, such as social justice, diversity and sustainability

Goal

Establish a commonly accepted baseline metric for measuring and improving our reputation amongst our peers in the areas of social justice, diversity and sustainability.

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Key Outcomes*

- Increase number of cross-disciplinary collaborative research initiatives (x%)
- Increase number of external collaborations (x%)
- Increase number of IP and licenses granted externally. (x%)
- Increase number of media mentions (x%)
- Increase number of public faculty appearances (panels/keynotes/performances) at academic field specific events. (x%)

Menu of Potential Initiatives

- Create annual idea campaigns to encourage innovation in 1-3 specific topics per year (like an x prize).
- Create flexible implementation structure such as innovation management structure to source, evaluate, pilot and advance new initiatives that maintain or advance UCSC's strength areas.
- Launch project management affiliate non-profits (e.g., MITRE @MIT) that are tasked with partnering with the private sector R&D on areas distinctive to UCSC.

* Percentages will be set after final key outcomes are selected and starting benchmarks established.

Academic Priority Areas Emerged out of Themed Academic Working Groups

Themed Academic Working Groups (TAWGs) served as the building blocks for the Chancellor and CP/EVC to conceive of Academic Priority Areas that were in alignment with our values and emerged from our community.

108
Groups Formed

28
Proposals submitted

3
Academic Priority Areas Designated

TAWGs reviewed by:
individual faculty, students, and staff; Library; ITS; faculty Senate; Vice Provosts; Office of Research; and Academic Advisory Committee.

Three Academic Priority Areas designated by Chancellor and CP/EVC

Academic Priority Areas

108
Groups Formed

28
Proposals submitted

3
Academic Priority Areas Designated

- Earth Futures
- Justice in a Changing World
- Digital Interventions

Academic Priority Areas

Earth Futures

This academic area considers a uniquely *long view* of the future of earth and humanity—examining the question scientifically, philosophically, and practically, generating scenarios, and proposing strategic practices that will lead to particular outcomes. While this will require interplay between the temporally immediate and the distant, this positioning produces different kinds of questions and outcomes.

Justice in a Changing World

This academic area pays particular attention to the rapidly changing landscape of our world—environmentally, demographically, politically—rather than reading it as a static construct on which to apply theories or ask questions. It suggests a more nimble, critical, and interdisciplinary approach. This consciousness can provide more meaningful responses to the question, “How we can serve justice in the world?”

Digital Interventions

This academic area brings together makers, artists, inventors, and data scientists to make new creations and propose novel means of theorizing culture and the future. It is a primary realm for all those engaged in critically building or analyzing the digital world and its impact on human beings. It challenges us to imagine how advances in technology or thinking about technology can transform intellectual and material landscapes.

Academic Priority Areas: Earth Futures

Overview

Overview

Earth Futures, as an academic priority area, aligns with UC Santa Cruz's commitment to transformation, social justice, and the environment. Developing this academic area would build on existing university strengths and position the university to pursue additional resources.

National Post-Secondary Enrollment

Nearly one-fifth of the bachelor's awarded nationally in the 2015-16 academic year were in STEM fields. Twelve percent of bachelor's degrees were awarded in health professions and related programs. At the master's level, 16 percent of degrees were conferred in STEM fields and 14 percent were awarded in health professions and related programs. At the doctoral level, the largest concentration of degrees were awarded in health professions and related programs, measuring at forty percent.

UNIVERSITY OF CALIFORNIA SANTA CRUZ

Grand Challenges

National Academy of Engineering Grand Challenges	• Make solar energy economical • Reverse-engineer the brain • Engineer better medicines • Advance health informatics • Restore and improve urban infrastructures • Provide access to clean water • Provide energy from fusion • Manage the nitrogen cycle • Develop carbon sequestration methods
USAID Grand Challenges	• Bring clean energy to farmers • Produce more food with less water • Fight ebola • Combat Zika and future threats • Scale off-grid energy • Ensure effective health supply chains
Other Challenges	• Arts, humanities, and cultural preservation • Proactively manage conflict in water scarcity prone areas

Funding

Programs /Foundations	• National Endowment for Arts (NEA) • The Lawrence Foundation • The Kresge Foundation

Academic Priority Areas: Earth Futures

Funding Opportunities

National Endowment for Arts (NEA) - NEA hosts a grant program called, "Our Town" which is a placemaking grant program. The program supports projects that "ultimately lay the groundwork for systemic changes that sustain the integration of arts, culture, and design into strategies for strengthening communities." It is our understanding that an academic priority area focused on Earth Futures would be concerned with important questions such as how arts, humanities, and culture are impacted by the increasing number of megacities. For this reason, UC Santa Cruz may also see an opportunity to develop a project relevant to the program's focus on knowledge building projects. These projects "build and disseminate knowledge about how to leverage arts, culture, and design as mechanisms for strengthening communities. The impact that humans will have on the earth and the The next deadline for grant submissions is August 9, 2018.

The Lawrence Foundation is a foundation focused on making grants to support environmental, education, human services and other causes. The University of Santa Cruz could pursue a variety of different projects that might fall into the foundation's priority areas. The next deadline for grant submissions is November 1, 2018.

The Kresge Foundation has several initiatives to which UC Santa Cruz may connect. The first one is about environment-related work. Although the foundation is not currently funding additional projects in this area, the university should monitor the foundation's call for proposals and perhaps make a call to a program manager to understand when additional funding may be available for environmental work. Kresge's place-based initiatives are another place to look for funding. Kresge seeks projects that can produce learning about how placemaking contributes to community development. UC Santa Cruz's interest in engaging in more cross-disciplinary work aligns with Kresge's interest in projects that show cross-disciplinary and cross-sector collaboration. Finally, Kresge's focus on human services might be another program for the university to pursue.

Academic Priority Areas: Earth Futures

Comparators (1/2)

UCSB

UC Santa Barbara

UC Santa Barbara is doing a great deal of work in Earth Futures. Researchers and students in a variety of programs including environmental science and management, geography, and marine ecology are pursuing research on the earth system, climate change, carbon cycle, nitrogen cycle, and food production. Additionally, they are asking policy and environmental management questions such as, "Are we doing enough to ensure our future well-being in the face of climate change, or are we too distracted by intense by relatively infrequent disasters such as fire and flood to contemplate the big-picture changes we need to make?" Finally, UC Santa Barbara has joined several other institutions in a Cancer Systems Biology Consortium which will draw on approaches from evolution and ecology in their research on cancer. For work in these areas, UC Santa Barbara has received funding from **NASA, NSF, the National Cancer Institute, the Zegar Family Foundation**, and others.

UNIVERSITY OF OREGON

University of Oregon

University of Oregon has the Environmental Studies Program: 20 graduate students, three tenured faculty with partial appointments in Environmental Studies, two career-track instructors whose sole responsibilities are in Environmental Studies, and 12 core faculty members from various departments (who volunteer their time). Students may major in Environmental Studies or Environmental Science, with topics including conservation biology; climate and the atmosphere; pollution prevention and abatement; aquatic environments; or ecosystem protection, restoration, and management. The program is funded through endowment funds, donations by alumni, parents, friends, community partners, and foundations.

Academic Priority Areas: Earth Futures

Comparators (2/2)

Stony Brook University

Stony Brook University

Sustainability has been a core part of Stony Brook University's (SBU) ethos for decades. Recognized as the fourth most environmentally responsible "green college" by the 2015 *Princeton Review*, SBU is a leader in sustainable initiatives, including solar panel installation, electric vehicle charging and waste reduction, recycling the most e-waste nationally in 2013 and 2014 respectively. SBU is renowned for its annual award-winning celebration of Earth Day, Earth Stock: a weeklong educational series that interrogates issues surrounding sustainability and energy use from a multi-disciplinary perspective. SBU also has a comprehensive interdisciplinary Sustainability Studies Program, as well as its own Office of Sustainability, which helps faculty and students explore potential solutions to complex, real-world challenges, such as improving energy efficiency and carbon reduction.

UC Irvine

UC Irvine's Department of Earth System Science (ESS) is a leading force in the area of Earth Futures. With expert faculty including members of the National Academies of Sciences, the ESS is widely recognized as one of North America's most renowned departments for studying the Earth as a system, and in 2010 the National Research Council ranked the department as having one of the nation's top three best Earth Science research doctorate programs. Climate change is predicted to escalate as the century progresses, threatening the ecosystems that make the Earth habitable. The ESS plays a critical role in studying how the Earth's land, oceans and atmosphere interact as a system, with a goal of educating the next generation of Earth scientists, and informing policymakers and the broader public. Over the past three years, the ESS has been awarded over $20 million in grants, including funding from the NSF, NASA, DOE, NOAA, and key benefactors John V. and Kingsley Croul.

Academic Priority Areas: Justice in a Changing World

Overview

Overview

The academic priority area, Justice in a Changing World, aligns with UC Santa Cruz's commitment to transformative innovation, diversity, and social justice. Developing this academic area would build on existing university strengths and position the university to pursue new revenue opportunities.

National Post-Secondary Enrollment

Nationally, twelve percent of bachelor's degrees were awarded in health professions and related programs, eight percent were awarded in social sciences and history, six percent were awarded in psychology, and five percent were awarded in education. At the master's level,19 percent of degrees were awarded in education, six percent were in public administration and social services. Finally, at the doctoral level, 21% of degrees were awarded in legal professions, seven percent were in education.

UNIVERSITY OF CALIFORNIA SANTA CRUZ

Grand Challenges

National Academy of Engineering Grand Challenges	• Advance personalized learning
USAID Grand Challenges	• Identify and scale approaches to save the lives of mothers and newborns around the time of birth • Leverage science and technology to improve literacy skills of early grade learnings in developing countries • Use innovation, web, and mobile technologies to improve government performance and accountability
Other Challenges	• The role of the U.S. in various refugee crises around the world

Funding

Programs /Foundations	• The Chan Zuckerberg Initiative • The W.K. Kellogg Foundation • The Ford Foundation • The Irvine Foundation

Academic Priority Areas: Justice in a Changing World

Funding Opportunities

The Chan Zuckerberg Initiative seeks to explore "ways to build stronger, more equitable communities." UC Santa Cruz may want to contact program officers to discuss how UC Santa Cruz's work connects to one of the Chan Zuckerberg focus areas: Education, Justice and Opportunity, and Science. Deadline: None (open solicitation)

The W.K. Kellogg Foundation has several program focis that might be of interest to UC Santa Cruz: Children, Working Families, Equitable Communities. The foundation notes that "embedded in and woven throughout all of our work is a commitment to advancing racial equity and healing, to strengthening the voice and capacity of local leaders and to engaging communities in solving their own problems. We provide tools, resources, knowledge and supports that undergird the interconnectedness of these priorities, as communities change outcomes for children and families." Deadline: None (open solicitation)

The Ford Foundation has long been known for its work on challenging inequality. They, too have an open solicitation for projects that address one of seven grant areas, which are not intended to be siloed: Civic Engagement and Government; Creativity and Free Expression; Future of Work; Gender, Racial, and Ethnic Justice; Internet Freedom; Just Cities and Regions; Natural Resources and Climate Change. Deadline: None (open solicitation)

The Irvine Foundation is not currently accepting unsolicited inquiries for new initiatives, however, personal outreach to a program manager may be valuable in understanding how UC Santa Cruz's work might align with Irvine priorities/initiatives: Elections Policies and Practices, Immigrant Integration,and Voting and Civic Engagement.

Academic Priority Areas: Justice in a Changing World

Comparators (1/2)

UC Santa Barbara

UC Santa Barbara is doing a great deal of work in areas related to Justice in a Changing World. Faculty and students in the departments such as anthropology, Asian American Studies, Black Studies, comparative literature, environmental studies and management, history, and sociology are engaging in scholarly and community engagement activities that have garnered the public spotlight. Scholarship covers how text messaging about corruption helped empower Ugandan voters when voting, racial inequality in the Americas, violence against women, and how Christian theology shapes science. Community-engaged projects include a correspondence course to help incarcerated individuals study the humanities and conferences and symposia about issues involving race and justice.

University of Oregon

University of Oregon has programs which examine the way that race is related to issues of gender, class, sexuality, including social justice and equality (the Ethnic Studies Department). Other research topics include: Critical Philosophy of Race, Ethics, Public Philosophy (e.g., homelessness). There is also the community (ARC for Social Activism) which facilitates discussions around social justice and social change. In addition, there are initiatives which support scientific, educational, and service-oriented research related to global health issues.

Academic Priority Areas: Justice in a Changing World

Comparators (2/2)

Stony Brook University

Stony Brook University

Stony Brook University (SBU) has several schools/centers dedicated to social justice and social change. The SBU Department of Social Welfare" is committed to building a more equitable society based on the values of human dignity, inclusiveness, diversity, equality, and on economic, environmental and social justice." The school's curriculum is strongly rooted in social justice, and students learn in a rich interdisciplinary environment with the opportunity to explore multiple areas of social welfare practice and policy. Also embracing diversity is SBU's Center for the Study of Inequalities, Social Justice, & Policy (CSISJP), which "seeks to stimulate and support inquiry into entangled inequities such as of race, ethnicity, gender, (dis)ability and environment, especially as these intersect with inequalities of class, work and wealth; and to promote innovative approaches and collaborations for social justice."

UC Irvine

UC Irvine's interdisciplinary School of Social Ecology seeks innovative solutions to important social and environmental problems. Supported by a $1 million endowment from former faculty member Carol Kupers Whalen, the School has three primary research hubs: Healthy People and Places, Crime Prevention and Social Justice, and Technology and Human Potential. One of the school's four departments, Criminology, Law and Society, is the only department of its kind in the University of California system, and is consistently ranked among the nation's best. The department's faculty expertise lies in sub-areas central to the topic of justice in a changing world, including race and justice, law and society, social networks and crime, and the intersection of crime and public policy.

Academic Priority Areas: Digital Interventions

Overview

Overview

Digital Interventions is an academic priority area that closely aligns with UC Santa Cruz's commitment to transformative research, diversity, social justice, and educational opportunity. Developing this academic area would build on existing university strengths and position the university to pursue new resource generation opportunities.

National Post-Secondary Enrollment

Trend data from the National Center for Education Statistics indicate a continued and sizable interest in disciplines and fields most closely related to Digital Interventions as an academic area. Nearly one-fifth of the bachelor's degrees awarded in the 2015-16 academic year were in STEM fields. At the master's level, 16% of degrees were conferred in STEM fields with six percent conferred specifically in engineering. At the doctoral level, six percent of degrees were conferred in engineering.

UNIVERSITY OF CALIFORNIA SANTA CRUZ

Grand Challenges

National Academy of Engineering Grand Challenges	• Advance personalized learning • Enhance virtual reality • Secure cyberspace
USAID Grand Challenges	• Leverage science and technology to improve literacy skills of early grade learners in developing countries • Use innovation, web, and mobile technologies to improve government performance and accountability
Other Challenges	• Manage predicted worker displacement due to automation and artificial intelligence

Funding

Programs /Foundations	• Public Humanities • Collaborative Research Grants • ArtWorks • Alfred P Sloan Foundation

Academic Priority Areas: Digital Interventions

Funding Opportunities

Public Humanities supports projects that bring the ideas and insights of the humanities to life for general audiences. Projects must engage humanities scholarship to analyze significant themes in disciplines such as history, literature, ethics, and art history. NEH encourages projects that involve members of the public in collaboration with humanities scholars or that invite contributions from the community in the development and delivery of humanities programming. This grant program supports a variety of forms of audience engagement. Applications should follow the parameters set out below for one of the following three formats: community conversations, exhibitions, historic places. Deadline: August 15, 2018. Summer Stipends supports individuals pursuing advanced research that is of value to humanities scholars, general audiences, or both. Deadline: September 26, 2018

Collaborative Research Grants support groups of two or more scholars engaging in significant and sustained research in the humanities. The program seeks to encourage interdisciplinary work, both within the humanities and beyond. Projects that include partnerships with researchers from the natural and social sciences are encouraged, but they must remain firmly rooted in the humanities and must employ humanistic methods. Deadline: December 5, 2018

Art Works might also be a source of extramural funding. They are committed to support activities that reflect the changing nature of the media arts field, such as game design and digital arts. All phases of project are eligible for support, which include research and development, production, and completion costs. Deadline: February, 15, 2018 and July 12, 2018.

Alfred P. Sloan Foundation supports opportunities in the data management, particularly on recent advances in collecting, analyzing, and storing data. UC Santa Cruz could utilize the grant to support efficient management of sharing research data by either funding software development initiatives or scholarly activities such as research. Deadline: None (open solicitation)

Academic Priority Areas: Digital Interventions

Comparators (1/2)

UCSB

UC Santa Barbara

UC Santa Barbara is doing some work in fields that would be connected to UC Santa Cruz's Digital Interventions program. Recently, UCSB researchers received a $3.4 million dollar grant from NSF's Office of Advanced Cyberinfrastructure to "improve scientific image processing." Other scholarly work has utilized data science in marine ecology fields. UC Santa Barbara has also created centers on campus that are cross-disciplinary and data- or digitally-focused. These include the Center for Digital Games, the Center for Multimodal Big Data Science and Healthcare, and the Wireframe Studio. Faculty also bring their work to the public through free lecture series and symposia on topics such as data science and 'Future Tripping.'

UNIVERSITY OF OREGON

University of Oregon

University of Oregon is working in many fields, which relate to the Digital Interventions program. Various programs are offered, including classes in *Interactivity*, *Imaging*, *Programming*, *Game Art*, and *The World and Big Data*. The university launched a new interdisciplinary *Presidential Initiative in Data Science* which aims to bring together new and existing faculty to create new research and education programs focused on data science. In addition, there are data-focused shared resource centers, such as the *Research Advanced Computing Services* facility and the *Insights and Analytics Lab* which provides students with access to real-world big data, computational resources, and in-demand analytics skills for their future careers. The *Knight Campus for Accelerating Scientific Impact* is being built. This initiative will feature cutting-edge labs and open, collaborative spaces. It is expected to attract top researchers.

Academic Priority Areas: Digital Interventions

Comparators (2/2)

Stony Brook University

Stony Brook University

Stony Brook University (SBU) is an emerging digital trailblazer, pioneering new developments in areas such as AI, cybersecurity, and digital humanities. The university's Department of Computer Science ranked 16 and 17 in National Research Council survey of doctoral programs, and in the 2017-18 academic year the department's faculty were awarded six out of ten early career awards totaling over 3.5 million in funding, including grants from the National Science Foundation. Additionally, SBU's Computer Science Department has received 4.5 million in grant funds from SUNY's Empire Innovation program which will be used to recruit and retain top-tier researchers in the fields of artificial intelligence (AI) and cybersecurity. This will bolster the development of the newly formed Institute for AI-Driven Discovery and Innovation, a collaborative brainchild of Medicine and Engineering, formed with a vision that AI technology should enhance, rather than replace, human intelligence.

UC Irvine

University of California, Irvine's Donald Bren School of Information and Computer Sciences is recognized internationally for going beyond the focus of core computer science. The School's cutting-edge research areas include Artificial Intelligence and Machine Learning, Cryptography, Databases and Data Mining and Medical Informatics, among others. One of Bren's distinguished Faculty, Computer Science Professor Vijay Vazirani recently received a grant of $500,000 from the National Science Foundation for his proposal "Algorithms for Matching, Markets, and Matching Markets," which has wide-ranging implications spanning from assigning interns to hospitals, to attaching query keywords in multi-billion dollar advertising campaigns. Other disciplines at UC Irvine are also exploring new avenues for digital interventions.

Barrier Discovery

400+
Barriers Listed

53
Prioritized

10
Targeted for Phase I Action

At the start of the public phase of the strategic planning process in November, we began soliciting input on the internal barriers that the campus community felt stood in the way of our research, teaching, and learning. We gathered feedback from Senate committees, departments, a range of units, and from staff and student groups. We also compiled unsolicited comments from individual faculty, students, and staff.

The input resulted in a list of more than 400 items. A significant number of these barriers were duplicative, related to narrowly focused department or divisional concerns, or touched upon issues well beyond the scope of academic planning. But on this long list were several dozen barriers that had a campus-wide impact and were repeatedly raised by a range of campus stakeholders.

The 53 most-cited campus barriers were sent to the Senate for its comment and prioritization. The Senate's feedback was then shared with the Academic Advisory Committee (AAC), which ultimately boiled down the list to the fourteen barriers that it deemed most in need of redress. Finally, the Chancellor and CP/EVC reviewed the AAC's assessment (along with the Senate's analysis and input from the Administrative Management Professionals), before asking that the Implementation Working Group study the feasibility cost, complexity, and means of reducing or eliminating ten key campus barriers. After the group produces its analysis during the summer and fall of 2018, the Chancellor and CP/EVC will make final decisions as to which barriers should be eliminated on what timeframe.

It is our expectation that work on barrier removal will continue over the course of the five years of the SAP.

Barriers

We will address additional barriers identified by the campus community over the next several years. The list above represents a first phase in what we expect to be an ongoing effort to ease the burdens associated with research, teaching, and learning on campus.

The ten barriers slated for review in this first round are as follows:

1. Lack of effective mechanisms to support joint appointments
2. Difficulties in team teaching
3. Space assignment and utilization practices
4. OSP grant procedures cumbersome and support inadequate
5. Lack of incentives and support for faculty to generate resources
6. Lack of integration of Silicon Valley into main campus
7. Poor information sharing (internal and external)
8. Risk-averse culture of institution
9. General lack of administrative staff support
10. Inequities in teaching loads across departments and divisions

Implementation Plan

To anchor the vision and provide a clear path forward, UC Santa Cruz divided the five-year strategic plan into annual sub-plans that progressively build on each year until all the desired goals are reached.

Each goal will be linked to one of the campus's design principles or academic priority areas, and have key outcomes/objectives that are customized for the particular unit.

To ensure that unit heads have maximum flexibility, each unit leader will be empowered to implement the relevant elements of the plan as they see fit. While the implementation of particular actions will frequently require the coordinated efforts of many individuals, only one person will be charged with ensuring that the effort is carried out.

At the beginning of each academic year, unit leaders will present their implementation strategy and report out on progress achieved each quarter. A mechanism to track progress toward the sub-plans and overall playbook will be put in place as well.

The implementation plan is not meant to be a static document but one that is revised and amended, as needed, in response to changes in context over time. The implementation plan dives deep into details and involves variables - people, time, space, technology, and funding - that are in constant flux.

Implementation Pillars

Agency

- Execute annual goals by empowering division leaders to **develop their own plans**.
- The execution of implementation plans depends on leaders who are at the front lines and work with faculty day-to-day.

Transparency

- Create a transparent plan wherein the community understands how each **goal contributes to the larger vision**.
- Prevent silo effect.

Accountability

- Encourage **peer accountability** and **teamwork** wherein the community supports units struggling to meet their annual goals.
- Work to incentivize departments to move forward, helping everyone stay on track.

Accountability Process

Unit Leaders Design Annual Strategy

Unit Leaders Present Strategy

During annual retreat, unit leaders present implementation strategy for each goal

Progress Report Fiscal Qtr.

Unit leaders report out progress to EVC and other Division Leaders

Progress Report Fiscal Qtr.

Progress Report Fiscal Qtr.

Progress Report Fiscal Qtr.

Unit leaders report out year-end progress to EVC and other campus leaders.

Year 1 - Menu of Initiatives

DP	INITIATIVE	DEPARTMENT(S)	Define Complete	Duration of responsibility	Who's responsible?	% COMPLETED	UPDATE	EXPECTED ONTIME COMPLETION
	Refine our hiring procedures to ensure that diversity efforts are more successful.	Academic Affairs, Staff Human Resources						
	Launch an Annual Breakthrough Award for Faculty, students, and alumni whose ideas/research has had the biggest impact.	EVC, University Relations, Academic Affairs, Office of Research						
	Create a speaker series about cross-disciplinary work.	Executive Vice Chancellor, University Relations in collaboration with Deans						
	Expand diversity training on "Unconscious Bias" for all faculty, staff, and students.	Staff Human Resources, Undergraduate Education , Office of Diversity, Equity, and Inclusion						
	Optimize first year experience to deploy best practices for diversity and inclusion and educate incoming students on key diversity and inclusion issues.	Student Success, Undergraduate Education						
	Map the full student lifecycle experience for all students to identify key pitfalls and challenges for diversity and inclusion.	Student Success, Undergraduate Education						
	Map the full employee onboarding experience for all students to identify key pitfalls and challenges for diversity and inclusion.	Undergraduate Education						
	Redevelop diversity training with experiential learning incorporating input from students, faculty, and staff	Office of Diversity, Equity, and Inclusion						
	Optimize application of research management analysis software.	Office of Research, ITS						
	Support the cross-listing of courses.	Academic Divisions						
	Drive multidisciplinarity by facilitating more joint appointments, course offerings, or cross-unit research initiatives.	EVC, Academic Deans						
	Systematically connect researchers across the divisions via a series of network and collaboration events.	Academic Deans, Office of Research						

Year 2 - Menu of Initiatives

DP	INITIATIVE	DEPARTMENT(S)	Define Complete	Duration of responsibility	Who's responsible?	% COMPLETED	UPDATE	EXPECTED ONTIME COMPLETION
	Create a formal administrative process for seeding research and gateways for university growth.	EVC, Office of Research						
	Create a formal administrative process to assess proposed collaborations between specific divisions and programs.	EVC, Academic Divisions						
	Provide support to faculty to discover and secure new sources of support for their work.	Office of Research						
	Optimize application of research management analysis software.	Office of Research						
	Create and support research clusters around specific challenges where there are known research funding opportunities.	Office of Research, University Relations						
	Revamp summer orientation/preparatory program for undergraduate students to improve success rates for first generation, URM, and non-traditional students.	Undergraduate Education, Student Success						
	Develop an awareness campaign to promote recognition and open discussion of diversity and inclusion events (e.g. annual state of diversity at UCSC address)	University Relations, Office of Diversity, Equity, and Inclusion						
	Optimize communications and branding to ensure empowerment and representation of diverse community members and applicants	University Relations, Student Success						
	Redevelop diversity training with experiential learning incorporating input from students, faculty, and staff	Office of Diversity, Equity, and Inclusion						
	Support the cross-listing of courses.	Academic Divisions, VP & Dean of Undergraduate Education						
	Drive multidisciplinarity by facilitating more joint appointments, course offerings, or cross-unit research initiatives.	VP of Academic Affairs, Academic Divisions						
	Systematically connect researchers across the divisions via a series of network and collaboration events.	EVC, Office of Research						
	Run internal messaging campaign to highlight the importance of innovative research and creative work.	EVC, Office of Research, University Relations						
	Launch fifteen new research partnerships with industry/non-profit partners in Silicon Valley.	Office of Research						
	Develop partnerships with govt/NGO/corporate sponsors for structured research experience internships or coops in areas distinctive to UCSC.	Academic Affairs, University Relations, VP of Student Success, Office of Research						
	Support the creation of additional Academic Priority Areas and Institutes.	Office of Research, Executive Vice Chancellor						
	Create/grow undergraduate research fellowships.	Undergraduate Education						

Year 3 - Menu of Initiatives

DP	INITIATIVE	DEPARTMENT(S)	Define Complete	Duration of responsibility	Who's responsible?	% COMPLETED	UPDATE	EXPECTED ONTIME COMPLETION
	Systematically assess the root of our student body's challenges to succeed at UC Santa Cruz. Methodically remove those barriers to success.	Student Success						
	Develop partnerships with govt/NGO/corporate sponsors for structured research experience internships or coops.	EVC, Office of Research, University Relations						
	Create study away applied experiences in research and creative work, focused on responsible innovation and commercial venture impact.	Undergraduate Education, Global Engagement, Student Success						
	Utilize interdisciplinary centers in media and marketing to promote UCSC values and perspective	Academic Affairs, Student Success, University Relations, EVC						
	Support the cross-listing of courses.	Academic Divisions						
	Drive multidisciplinarity by facilitating more joint appointments, course offerings, or cross-unit research initiatives.	EVC, Academic Divisions						
	Systematically connect researchers across the divisions via a series of network and collaboration events.	EVC, Office of Research						
	Run internal messaging campaign to highlight the importance of innovative research and creative work.	EVC, Office of Research						
	Launch fifteen new research partnerships with industry/non-profit partners in Silicon Valley.	Office of Research						
	Develop partnerships with govt/NGO/corporate sponsors for structured research experience internships or coops in areas distinctive to UCSC.	Academic Affairs, University Relations, Career Services, Office of Research						
	Support the creation of additional Academic Priority Areas and Institutes.	Office of Research, Executive Vice Chancellor						
	Create/grow undergraduate research fellowships.	Undergraduate Education						
	Create flexible implementation structure such as innovation management structure to source, evaluate, pilot and advance new initiatives that maintain or advance UCSC's strength areas.	Executive Vice Chancellor, Academic Affairs, Advancement Office						
	Create annual idea campaigns to encourage innovation in 1-3 specific topics per year (like an x prize).	Executive Vice Chancellor, Academic Affairs, Advancement Office, Office of Research						
	Host regular interdisciplinary, academic research conferences with attendees from across the country.	Office of Research, University Relations						

Year 4 - Menu of Initiatives

DP	INITIATIVE	DEPARTMENT(S)	Define Complete	Duration of responsibility	Who's responsible?	% COMPLETED	UPDATE	EXPECTED ONTIME COMPLETION
	Create a course development fund (one time payment) or allow for a course release to redesign courses to be more research or experientially focused.	EVC, Academic Divisions						
	Build into tenure and promotion, incentives to include students in research programs.	EVC, VPAA, Academic Divisions						
	Launch project management affiliate non-profits that are tasked with partnering with the private sector R&D	Office of Research, University Relations						
	Create research experiences for undergraduate students in the form of research quarters as part of all curricula across divisions.	Student Success, Academic Divisions						
	Create a student-run consultancy to manage applied challenges/projects for govt/NGO/corporate sponsors.	Student Success, Academic Divisions, Office of Research						
	Launch project management affiliate non-profits that are tasked with partnering with the private sector R&D on areas distinctive to UCSC.	University Relations, Office of Research						
	Support the cross-listing of courses.	Academic Divisions						
	Drive multidisciplinarity by facilitating more joint appointments, course offerings, or cross-unit research initiatives.	EVC, Academic Divisions						
	Systematically connect researchers across the divisions via a series of network and collaboration events.	EVC, Office of Research, Academic Divisions						
	Launch fifteen new research partnerships with industry/non-profit partners in Silicon Valley.	Office of Research						
	Develop partnerships with govt/NGO/corporate sponsors for structured research experience internships or coops in areas distinctive to UCSC.	Academic Affairs, University Relations, Career Services, Office of Research						
	Create more Academic Priority Areas and Institutes beyond department structures.	Office of Research, Executive Vice Chancellor						
	Create/grow undergraduate research fellowships.	Undergraduate Education, Academic Divisions						
	Create flexible implementation structure such as innovation management structure to source, evaluate, pilot and advance new initiatives that maintain or advance UCSC's strength areas.	Executive Vice Chancellor, Academic Affairs, Advancement Office						
	Create annual idea campaigns to encourage innovation in 1-3 specific topics per year (like an x prize).	Executive Vice Chancellor, Academic Affairs, University Relations, Office of Research						
	Host regular interdisciplinary, academic research conferences with attendees from across the country.	Office of Research, University Relations, Academic Divisions						

Year 5 - Menu of Initiatives

DP	INITIATIVE	DEPARTMENT(S)	Define Complete	Duration of responsibility	Who's responsible?	% COMPLETED	UPDATE	EXPECTED ONTIME COMPLETION
	Require computational skills as part of the undergraduate curriculum across all majors.	Undergraduate Education						
	Support the cross-listing of courses.	Academic Divisions						
	Drive multidisciplinarity by facilitating more joint appointments, course offerings, or cross-unit research initiatives.	EVC, Academic Divisions						
	Systematically connect researchers across the divisions via a series of network and collaboration events.	EVC, Office of Research						
	Develop partnerships with govt/NGO/corporate sponsors for structured research experience internships or coops in areas distinctive to UCSC.	Academic Affairs, University Relations, Career Services, Office of Research						
	Create more Academic Priority Areas and Institutes beyond department structures.	Office of Research, Executive Vice Chancellor						
	Create/grow undergraduate research fellowships.	Undergraduate Education						
	Create annual idea campaigns to encourage innovation in 1-3 specific topics per year (like an x prize).	Executive Vice Chancellor, Academic Affairs, Advancement Office, Office of Research						
	Host regular interdisciplinary, academic research conferences with attendees from across the country.	Office of Research, University Relations						
	Improve existing onboarding and orientation processes for faculty and staff, including mechanisms to improve retention.	Academic Affairs, Staff Human Resources						
	Include independent study and student research in teaching-load calculation.	EVC						
	Create team-teaching course development fund or course release.	Executive Vice Chancellor						
	Redevelop diversity training with experiential learning incorporating input from students, faculty, and staff	Office of Diversity, Equity, and Inclusion						
	Launch a new research fellowship to invite researchers from Silicon Valley organizations to UC Santa Cruz to conduct.	Office of Research						
	Create a facilitation system to promote partnership among researchers from different departments and divisions.	Office of Research, Executive Vice Chancellor,						

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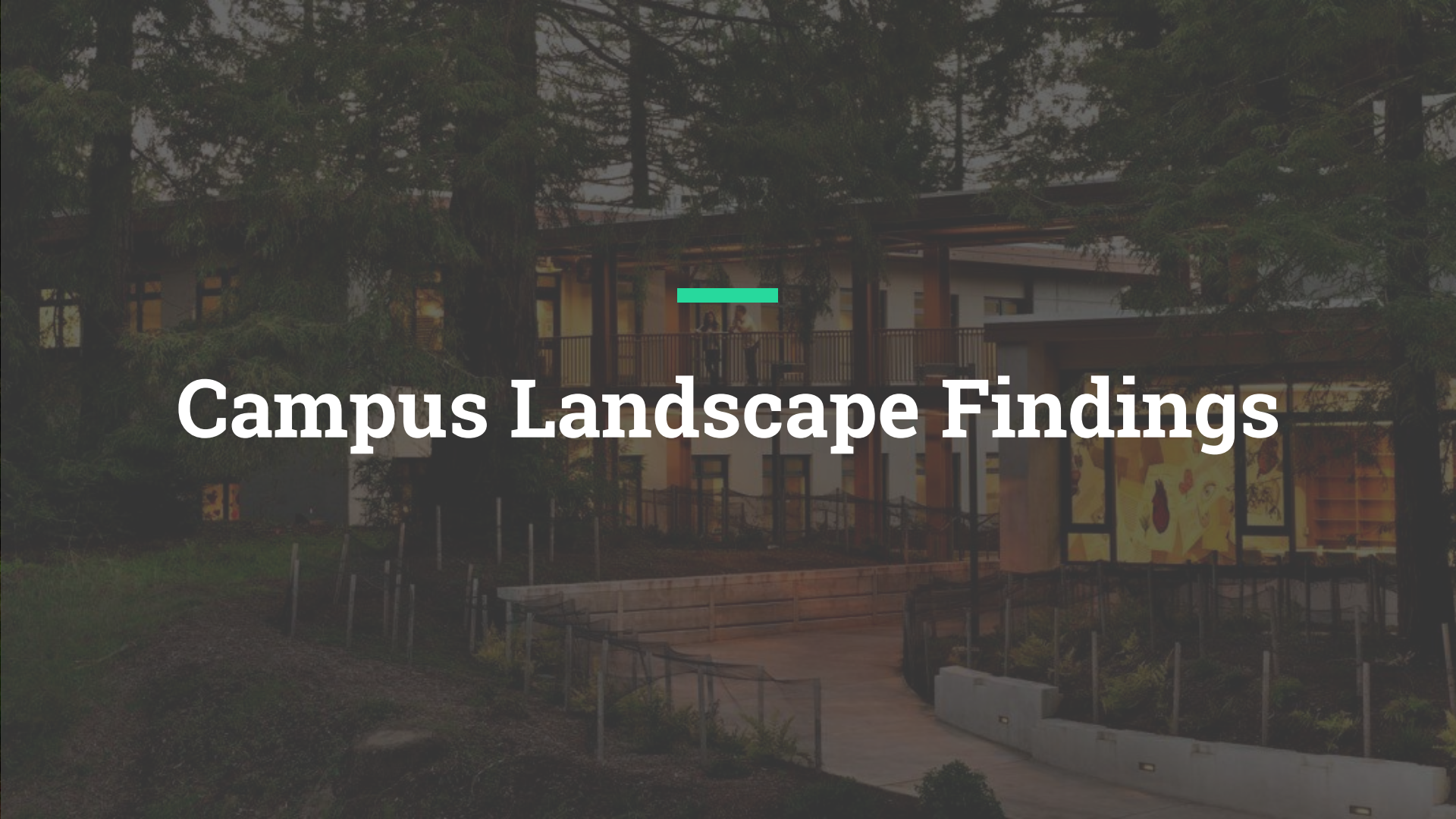
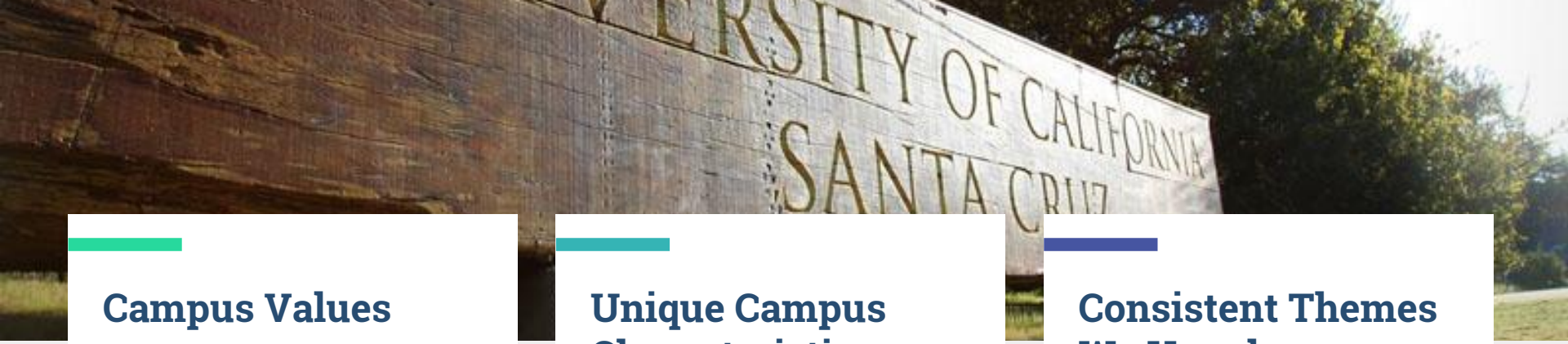
End

Appendix



Campus Landscape Findings



Campus Values

What are the shared values of the campus community?

Unique Campus Characteristics

Which characteristics are unique to the campus community (strengths and weaknesses)?

Consistent Themes We Heard

What consistent themes pervade campus discussions?

Our Values are Critical to our Community of Scholars

Diversity, Equity, and Inclusion
Creating and Sustaining Community

Justice
Environmental and Social Justice

Principles of Community
Fostering an Atmosphere of Mutual Support

Questioning Paradigms & Dogma

Collaboration
Moving Beyond Borders

Innovative Research and Thinking

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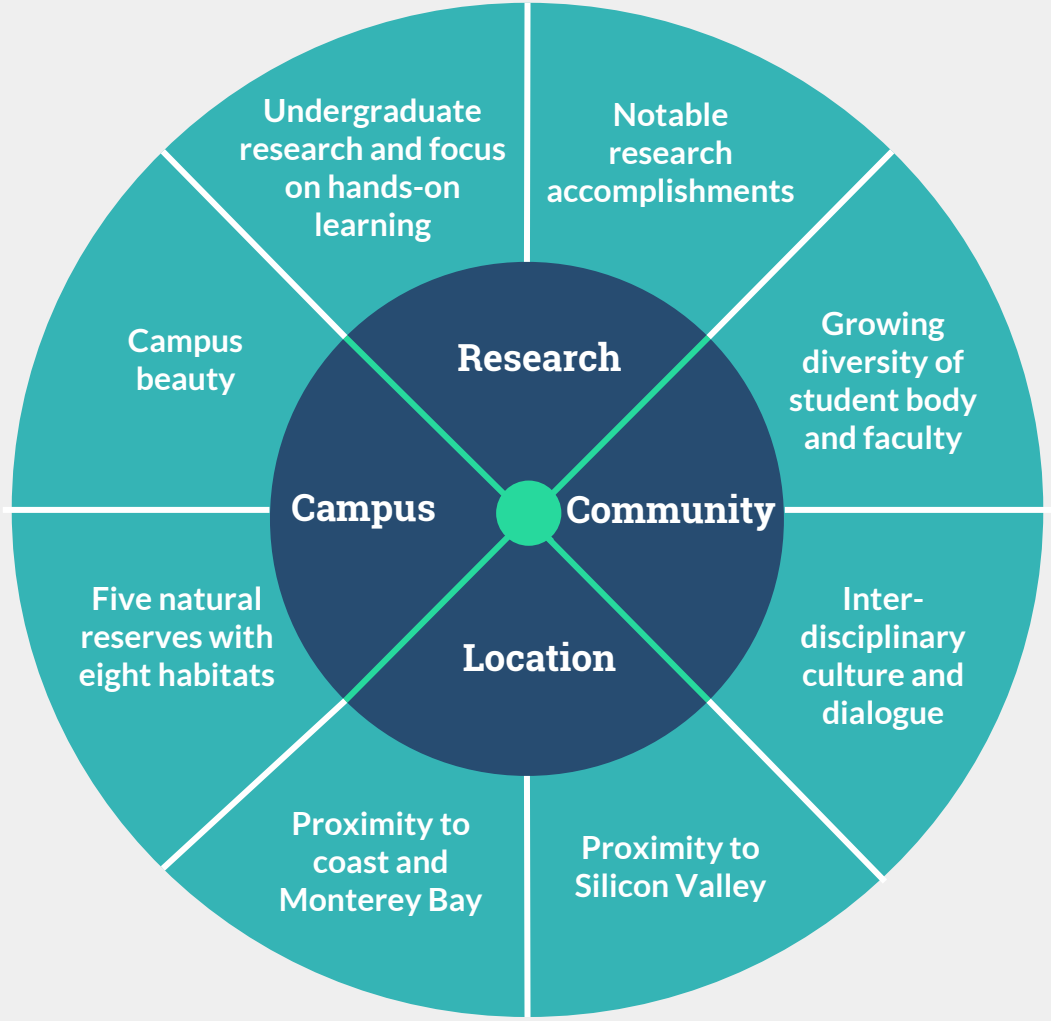
Interviews & Insight Survey Revealed Consistent Perception of Our Own Distinctive Characteristics

Characteristics portrayed are stakeholders' impressions of the current campus state, not their preferred, future aspirations



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Research

UC Santa Cruz's distinctive profile as a research institution is recognized across the entire campus community

Undergraduate research

- Many undergraduate students have the opportunity to make original or creative contributions to their major/discipline long before pursuing graduate studies

Focus on hands-on learning

- Inclusive, inquiry-based field education and experiential learning opportunities are offered, though there is not universal agreement that these opportunities are available to all students.

Notable research accomplishments

- Across all divisions, UC Santa Cruz makes research and creative contributions that attract national and international attention

Community

The role of community at UC Santa Cruz was consistently highlighted as a unique catalyst for forging a successful learning and research environment

Growing diversity of student body and faculty

- The diverse community allows many stakeholders to feel welcomed and encourages fruitful dialogue directed at common future goals. (Though many stakeholders commented that we have more work to do.)

Interdisciplinary culture and dialogue

- The campus values multidisciplinary research projects across divisions
- The college system is widely seen to strengthen and deepen community bonds for undergraduates
- Despite implementation challenges, stakeholders feel that the opportunities for cross-disciplinary research and teaching projects are valued by leadership

Location

The university's location is one-of-a-kind and recognized as a major and unique characteristics that allows us to stand out, particularly within the UC system

Proximity to coast and Monterey Bay

- Our location on the coast offers an excellent vantage from which to explore, analyze and sustain the unique ecosystems of our region

Proximity to Silicon Valley

- Though considered not fully leveraged, many stakeholders recognize and appreciate the university's proximity to Silicon Valley as a distinguishing and unique asset

Campus

The structure of UC Santa Cruz's campus is not only unique, but an important factor in attracting faculty, students, and staff to join the campus community.

Campus beauty

- Campus culture and beauty were consistently mentioned by all audiences as playing a vital role in enhancing the quality of life on campus

Five natural reserves with eight habitats

- Field skill development and field research are facilitated by the diverse habitat sectors on campus, allowing for unique teaching and research opportunities unavailable at many universities

The Unique Characteristics are perceived as Both Strengths & Weaknesses by the Community

Strengths

- Beautiful campus
- Access to Coast and Bay
- Proximity to Silicon Valley
- Research Impact

No Consensus*

- Collaboration & Interdisciplinarity
- Reputation
- Culture of Trust
- Undergraduate Experience
- Role of the Colleges

Weaknesses

- Planning & Execution
- Resistance to Change
- Prioritization & Capacity to Make Hard Decisions
- Zero-Sum Mindset

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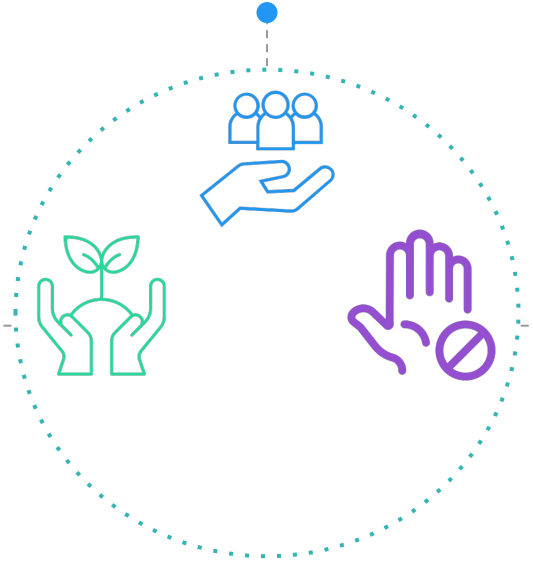
**or context dependent*

We heard these Consistent Themes across Campus

Deep Passion for the University's Mission and People



Wealth of Unrealized Potential and Untapped Opportunities

Mistrust and Frustration with Perceived Lack of Past Progress

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Passion for our Mission and People

"We should be a place where we tackle the really toughest problems but with a concern to help the planet and help the people who live on it."

Interviewee

- Broad support for the aims of the SAP, but concerns with the process
- Belief in leadership potential
- Unshakeable commitment to serve students and support their excelling at research
- Deep desire for collegiality and authentic relationships

Wealth of Unrealized Potential

"

I really think that this institution has unbelievable potential to act on the international stage. World class programs, faculty that does new things nobody else does, approaches to areas of study that are incredibly unique.

"

Interviewee

- Consistent belief that untapped potential is everywhere
- No alignment on scale of ambition
- Belief that lack of focus has fostered inertia

Frustration with Lack of Progress and Mistrust

"You need to create a space for a robust conversation where everyone is heard and where the decisions out of this conversation can be walked back to it."

Faculty Forum Attendee

- Faculty expect transparency
- Staff are worried they are engaged too late or not enough
- Lack of execution in past planning processes is an ongoing frustration
- Mistrust is pervasive

The Community Consensus remains that we have much to offer and expand on, that our Challenges can be Overcome, and that our Opportunities far Outweigh our Threats

Strengths

- Location
- Campus beauty
- Reputation amongst academic community
- Interdisciplinary culture
- Commitment to social justice
- Experimental history

Weaknesses

- Brand clarity
- Lack of confidence
- Culture of trust
- Resistance to change
- Brand awareness

Potential Opportunities

- Proximity to Silicon Valley
- Central Campus Center
- Lack of Traditional College Culture
- Professional School
- Increase 1st generation support

Threats

- Lack of funding and resources
- Cost of housing
- Siloed culture
- Zero-sum game mentality
- Unsupportive leadership

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**Items not ranked by importance or significance*

Student Purpose Interviews

- **Interviewees**
  - 26 students across five divisions*

12
Graduate Students

14
Undergraduate Students

- **Interview Objectives**
  - Identify student motivations and purposes in choosing UC Santa Cruz
  - Gather insights on student experiences of life on campus
- **Next Steps**
  - Validate the hypothesis and early findings via a survey to the entire student body

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**55 invitees (nominated by department chairs, college provosts, and CAOs. All students who responded to our invitation were interviewed).*

Perceptions and First Weeks on Campus

Sentiments before I came to campus:

- Excitement to join the community
- Nervous anticipation to handle new workload and rise to academic challenges
- Eagerness to get settled on campus and connect with peers
- Hopefulness, combined with slight intimidation, about ability to keep up academically

My first weeks on campus:

- Initial difficulties navigating complex and unique campus logistics (e.g., housing, transportation)
- Heavy reliance on community of peers and/or advisors to get situated (i.e, students received the help they needed, but the information was initially hard to find)
- Confirmed excitement about academic endeavours

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Campus Life

Positive student experiences:

- Community and collaboration are core values that help students through most challenges and make them feel at home
- Colleges provided exceptional assistance in building community and offering academic support
- Academic community is determined to help students adjust
- Opportunities for cross-departmental collaboration are welcomed and encouraged by academic peers and advisors

Negative student experiences:

- Academic pursuits are impacted by challenging life circumstances, such as housing or food affordability
- Information on how to get help is initially hard to find
- Guidance must be actively sought out

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Unique UC Santa Cruz Benefits

These benefits are only found here:

- Community and collaboration is valued over competition
- Opportunities to dive deeply into research
- Diverse and interesting peer groups that help me find myself
- Faculty and advisors that are deeply invested in my academic goals and actively support me in pursuing them
- Departments and colleges feel small and tight-knit, but there are many opportunities offered by the larger campus and community
- A campus environment and location that benefits my daily life, and also provides relief during strenuous academic experiences

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Students expressed a Multitude of Unmet Needs

Academic support

Especially during students' first week on campus, greater academic support is needed to help students get situated in their respective departments, research environment, or curriculum (undergraduates).

Strong communication on support beyond academics

Support systems and information exist, yet prove hard to find. Students ask for clear advice and directions on how to best find support.

Empathy and understanding

Students appreciate and rely on the sense of community on campus, but also ask for greater understanding on the part of faculty or administration as to their particular background, challenges, and needs.

Improved infrastructure

Many day-to-day challenges could be readily addressed through infrastructure improvements that would have a significant impacts on students (e.g., more, and more efficient, transportation options).

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Initial Findings on Student Motivations

Why do students elect to attend UC Santa Cruz?

What motivates them to enroll, and how do those themes impact their experience on campus?

I wanted to go to UC Santa Cruz to:*

- Engage in research
- Build specific domain expertise
- Avoid competitive settings
- Gain access to the tech industry in Silicon Valley
- Connect with a culture that just felt right - that I identify with
- Live in a beautiful environment
- Engage in interdisciplinary studies
- Engage in deep, undistracted intellectual pursuits
- Get my degree and be set for my future

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** order does not indicate student rating of motivations mentioned; findings remain to be validated through campus-wide student survey*

Initial Findings on Student Motivations

Why do students go to UC Santa Cruz?

What motivates them to enroll, and how do those motivations impact their experience on campus?

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I wanted to go to UC Santa Cruz to:*

- Build tools to impact society
- Expand myself and pursue my interests and passions
- Accumulate prestige
- Maximize my chance for a high-paying job
- Transition to a new industry or function at work
- Get a good graduate/college degree at the lowest cost possible (financial aid)
- Follow the advice of my parents, teachers, community
- Stay close to home

** order does not indicate student rating of motivations mentioned; findings remain to be validated through campus-wide student survey*

Common Themes and Takeaways

Students are highly ambitious and goal-oriented. They want to have an impact on the world around them.

Students seek and appreciate the academic culture of collaboration over competition.

Students consistently mentioned non-academic challenges as impediments to their academic success (e.g. housing, food security), for which they proactively pursue help but require additional help.

Students highlight and appreciate the combination of a small and close-knit community with the benefits of a large and diverse campus.

Additional Information

Insights from Faculty Feedback on Transparency

Content
Faculty want to play a meaningful role in content generation

Process
Process needs to be clear to faculty

Participation
Faculty need to be able to participate consistently and thoroughly in SAP idea generation

Decision-Making
Faculty need to clearly understand how decisions will be made

Diversity of Opinion
Voices from all faculty groups need to be heard

Communication
Clear and consistent communication needs to be provided

Important Links

In our effort to create a process that is as transparent as possible, we have posted online all group meeting notes, slide presentations, interview guides, survey results, completed reports, and lists of people and groups with whom we've met

SAP Website

https://cpevc.ucsc.edu/academic-plan/index.html

Overview of Faculty Interviewees

https://docs.google.com/spreadsheets/d/1Z6CSBe2M9sEgqFuJ-zlzxmMszrFGpPKvwq9LTD_1p6E/edit#gid=0

Meeting Notes

https://docs.google.com/document/d/1zjVALCfS336GvmaMchcDfLVtP3ZZF-qmdnxI4wA0gPM/edit?usp=sharing

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Interview Guides

- **Interview Guide #1 — 1:1 Faculty & Leadership Interviews**

  https://docs.google.com/presentation/d/1gT3fkrdPcz6w98QDKS0_mSuPckpD0sCVsM29yilLgeg/edit#slide=id.p

- **Interview Guide #2 — Student Purpose Interviews**

  https://docs.google.com/presentation/d/1M6-YOFBIGsWYnPiHUBhAmX6B5g9c_AT8kUkXysqQRg/edit#slide=id.p

Surveys

- **Faculty Insights Survey**
  - Dates: 12/16/17 — 1/12/18
  - Sent to 886 individuals, 150 respondents
  - Objective:
    - To gather initial faculty insights about the values, strengths, academic focus areas, and barriers that will inform the Strategic Academic Planning process.
  - Link: https://drive.google.com/file/d/1jfbHxNfn1TQfJ4ffpdQz0rBa1RZHVULI/view

- **SAP Assessment Criteria Prioritization Survey**
  - Dates 2/20/18 — 3/7/18
  - Sent to all students, staff and faculty via campuswide messaging
  - Objective:
    - Receive campus input in order to establish the criteria by which the list of proposed academic priority areas should be evaluated in the next phase.
  - Link: https://drive.google.com/file/d/1_2gitFjfG4NebSOCbU99ItlMCiSNdVFq/view

Committee Members

The Role of the Steering Committee

Critique

Collaboration

Contribution

Feedback

Iteration

Enablement

Engagement

Access

Context

Ambassador

Steering Committee Members

- Associate Vice Provost Academic Affairs
- Chair Academic Senate
- Dean Social Sciences
- Vice Chancellor Planning and Budget
- Vice Chancellor Research
- Vice Chancellor University Relations
- Vice Provost Academic Affairs
- Vice Provost Graduate Studies
- Vice Provost Undergraduate Education and Interim Vice Provost Global Engagement

The Role of the Academic Advisory Committee

Critique

Definition

Ideation

Prioritization

Channel

- Shape, assess, and refine academic priority areas
- Generate and explore the best ideas on campus to drive future direction
- Prioritize academic themes that emerge from focus groups and campus meetings
- Provide input to Chancellor and CP/EVC on academic priorities

Academic Advisory Committee Members

- Chair Council of Provosts
- Associate Vice Provost Academic Affairs
- Dean Arts
- Dean Humanities
- Dean J. Baskin School of Engineering
- Dean/Acting Dean Physical and Biological Science
- Dean Social Sciences
- Seven Faculty-at-large
- Graduate Student Representative
- Undergraduate Student Representative/SUA Vice President of Academic Affairs

Working Group Members

- Associate Vice Provost Academic Affairs
- Chief of Staff to the Campus Provost
- Special Projects Manager
- Special Assistant Planning & Budget
- Chief Communications Officer

Survey Details

The survey solicited input on evaluation principles

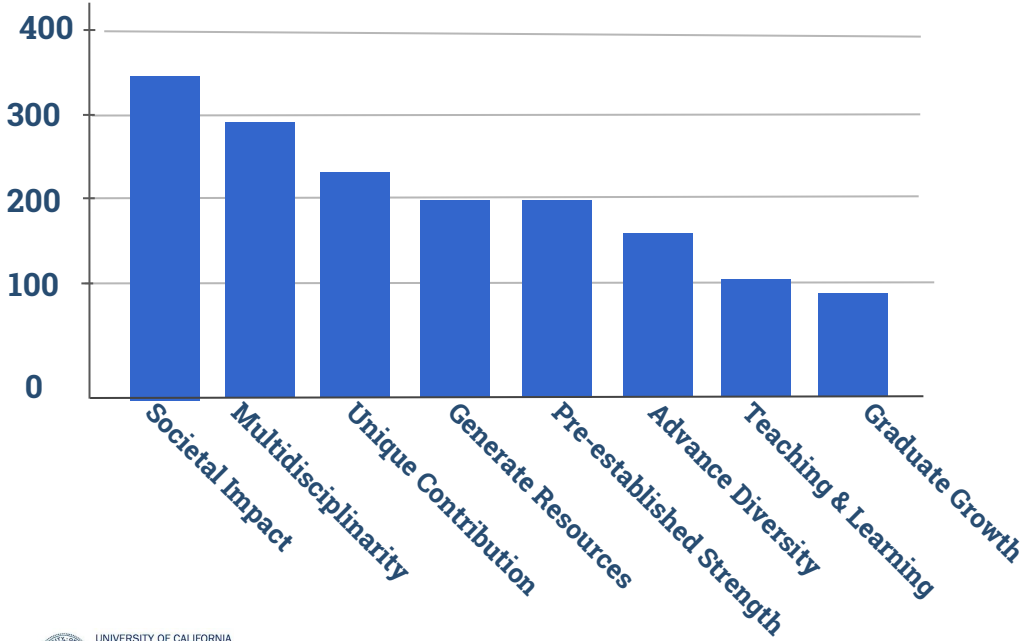
Evaluation principles

- *"Setting our initial direction will require us to evaluate potential research areas using a set of principles or criteria. All of the factors listed below are important, but in your opinion, which of the following are the **three most important** factors?"*
  - *Addresses a big **societal** issue or challenge, with the potential to have a real world **impact***
  - *Is **multidisciplinary** with the potential to engage many members of the campus community*
  - *Is an area in which UC Santa Cruz can make a **unique** contribution*
  - *Has the potential to **generate resources** for the campus*
  - *Is an area in which the campus **already has strength** or is recognized*
  - *Is likely to advance **diversity** broadly construed in teaching or research*
  - *Will offer innovation in **teaching and learning***
  - *Will make a significant contribution to **graduate growth***

Principles: “Societal impact” and “Multidisciplinarity” were the top-rated priorities

All Responses

“Which factors are most important (Choose 3)



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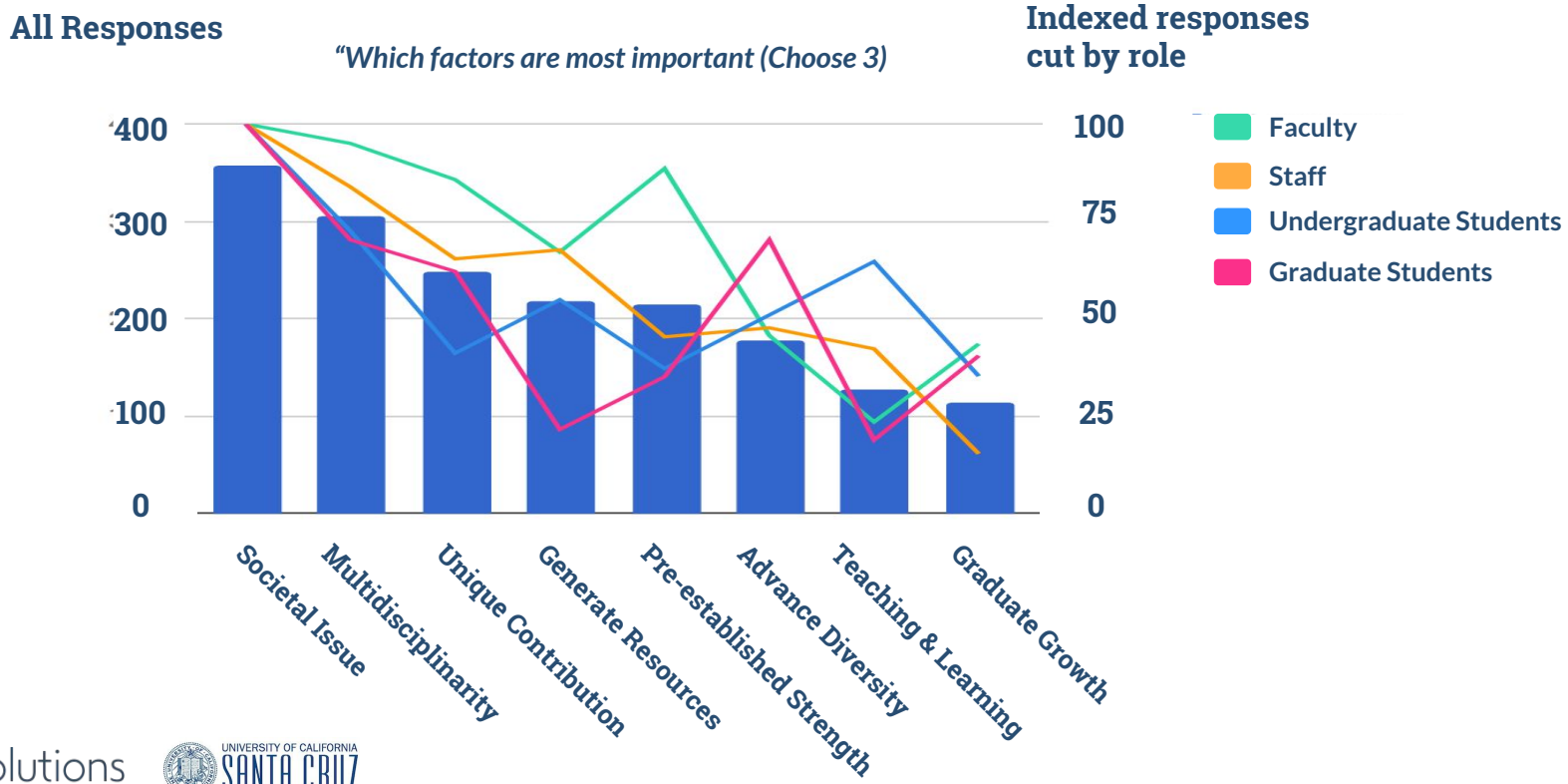
Source Data for Graph

Principles - responses by role*



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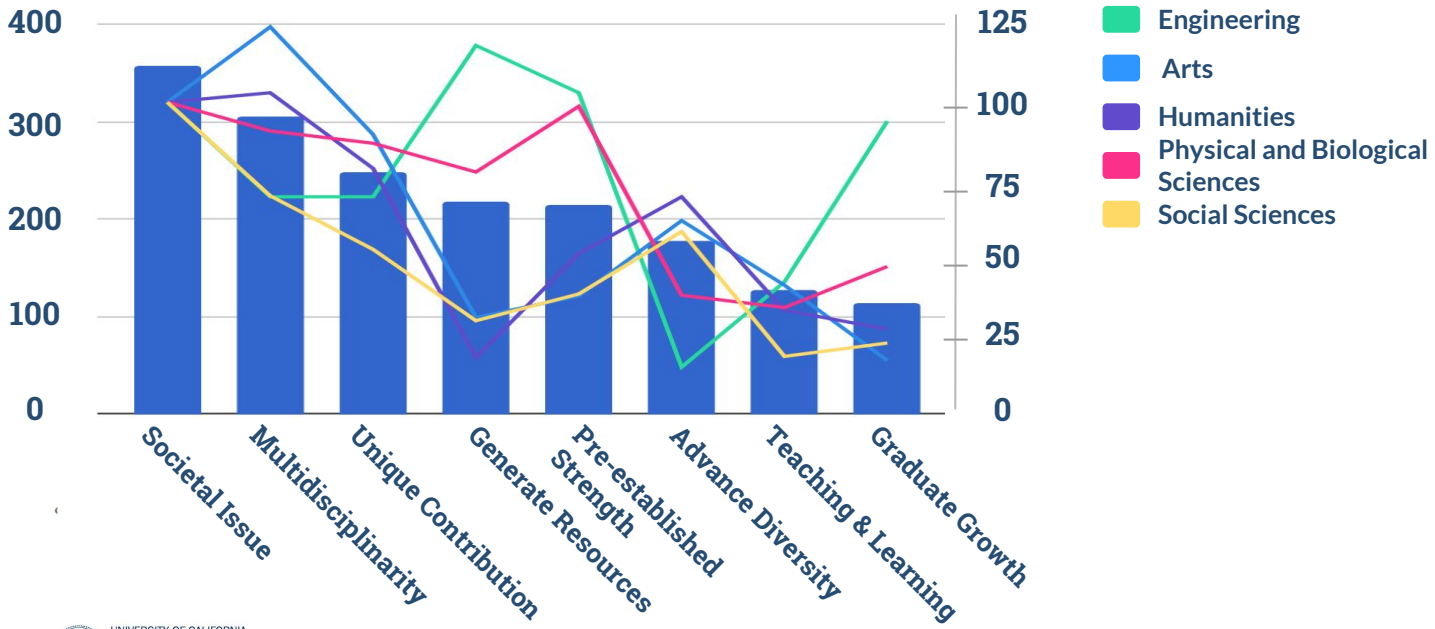
*Data cuts indexed to common starting point of 100 to enable simple comparison

Principles - responses by division*

All Responses

"Which factors are most important (Choose 3)

Indexed responses cut by role



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**Data cuts indexed to common starting point of 100 to enable simple comparison

**Responses came from faculty or students who self-identified as part of the division

We received most responses from faculty members

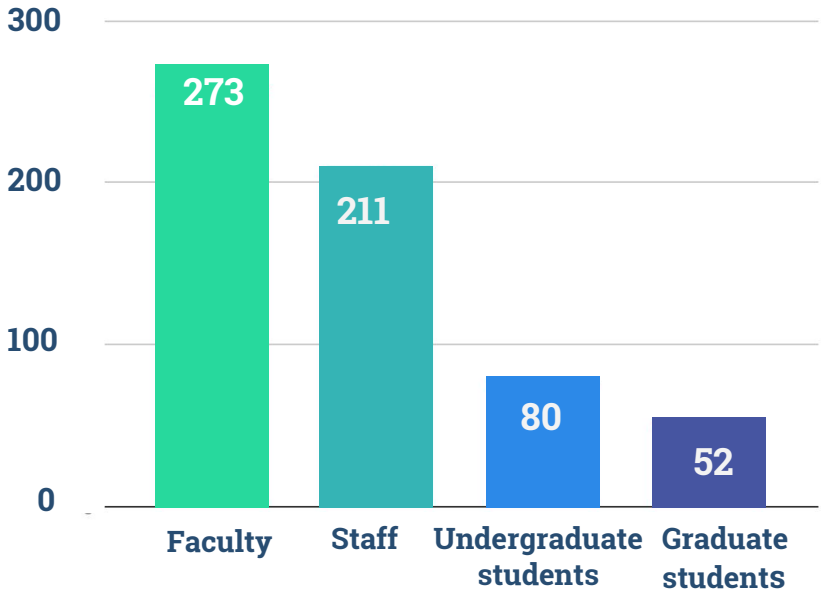
Distribution

All faculty, staff and students

Completion

616 Respondents

Respondents by campus role/function



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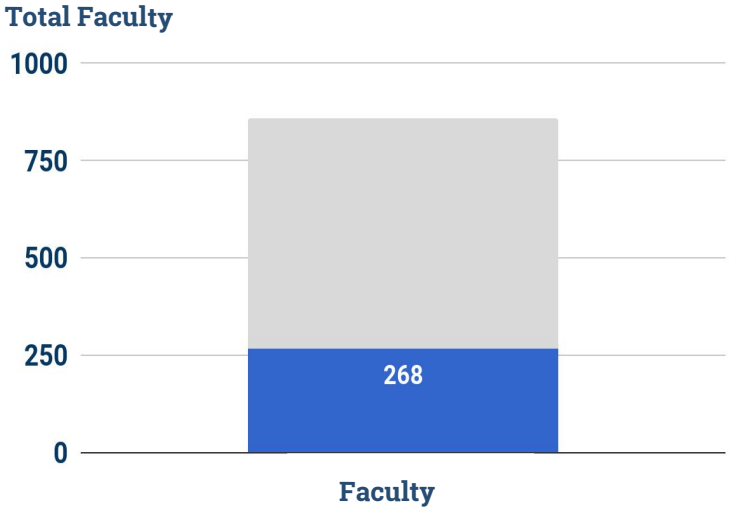
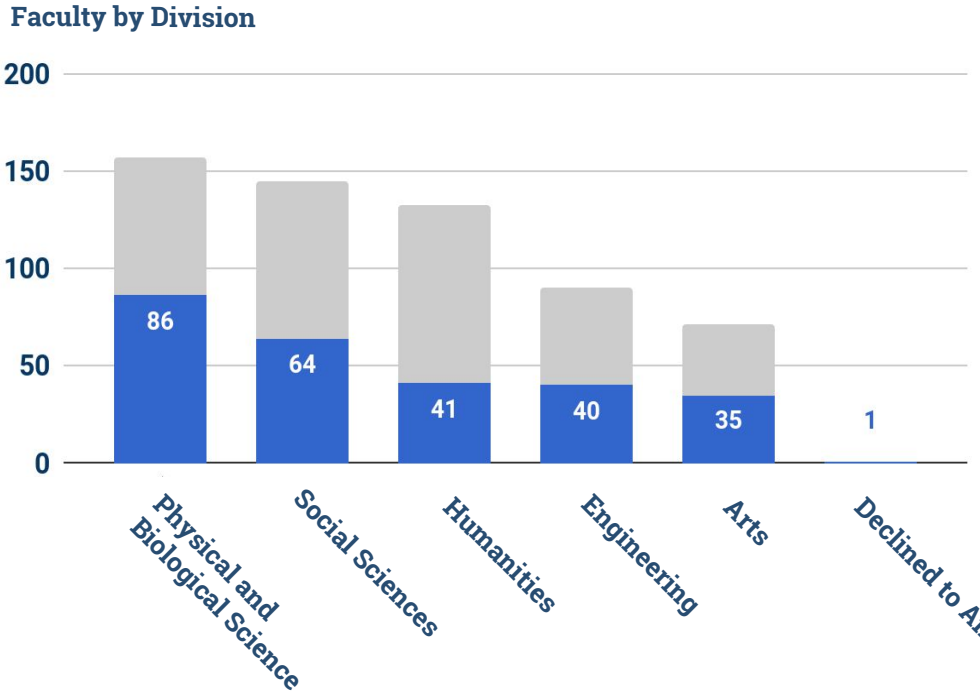
Faculty respondents by divisional affiliation*





*Data presented includes emeriti

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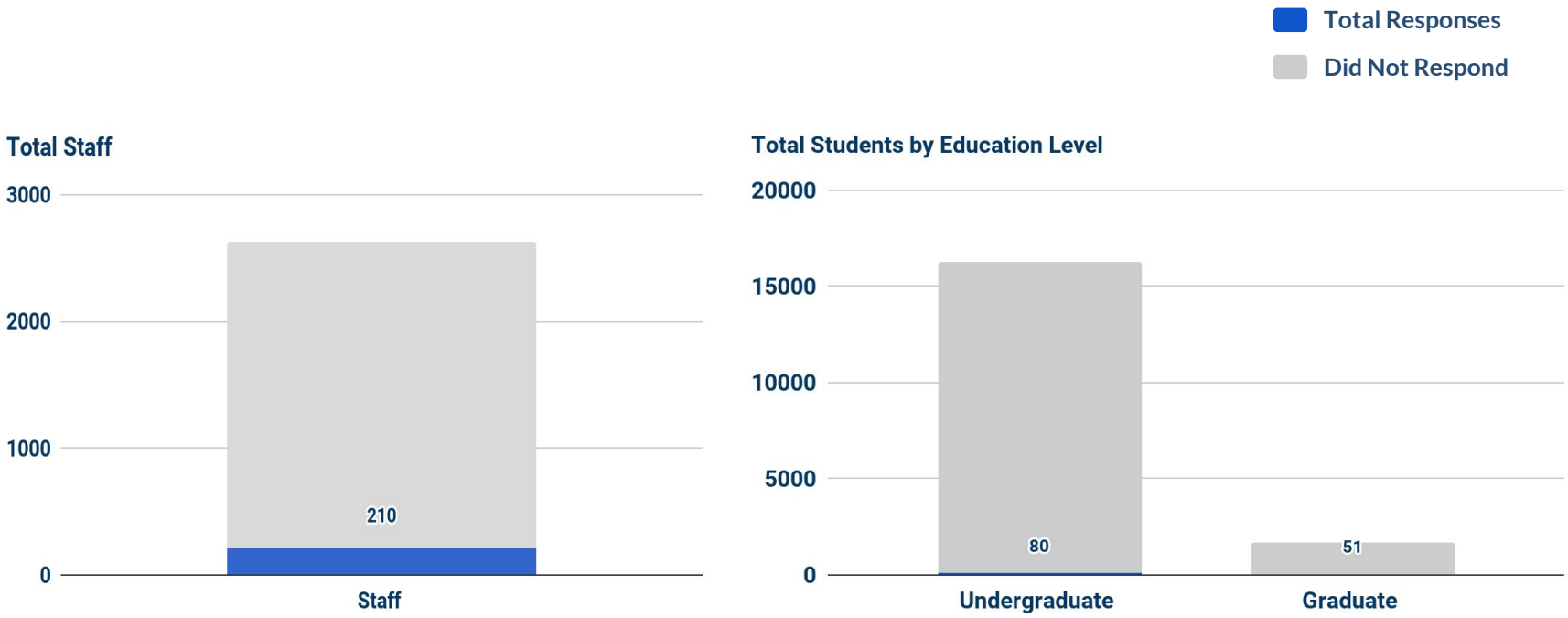
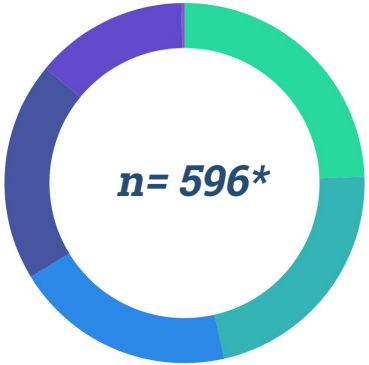
Principles - responses by role*



Faculty from each division responded

Relative response rate of faculty per division



Physical and Biological Science	54.8 %	(n=157)
Arts	49.3 %	(n= 71)
Engineering	44.4 %	(n= 90)
Social Sciences	44.1 %	(n=145)
Humanities	30.1 %	(n=133)
Other Affiliations	0.4 %	(n=1)

**total distribution of filled permanent faculty positions*

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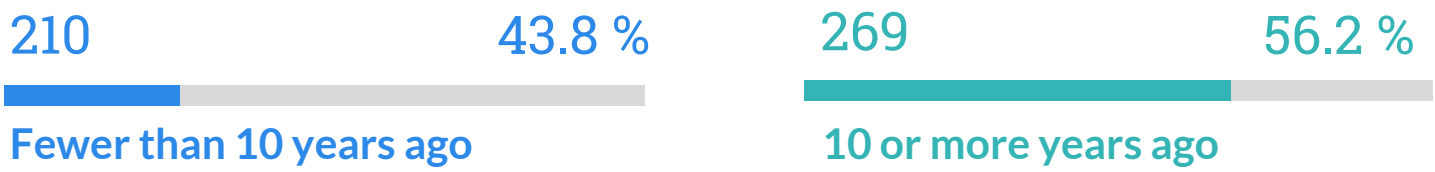
Among responding faculty and staff, more respondents have been on campus over a decade

Time on campus among responding faculty and staff



n= 479

**Answer not provided by all respondents.*

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What we heard

Consistent Themes Pervade Campus Discussions

01

Passion for the University's Mission and People

02

Wealth of Unrealized Potential and Untapped Opportunities

03

Mistrust and Frustration with Perceived Lack of Progress

The following statements are a representative sampling of stakeholder quotes from 1:1 interviews and responses to the faculty insights survey.

Broad Support for Aims of the SAP

"

We need to make it happen by being clear on articulating what the priorities are and then as a leadership have shared ownership of those, focusing and holding people accountable.

"

Faculty

"

I am hoping this strategic **plan will provide a vision** for the campus.

"

Senior Administrator

"

I would like to see a **rebalancing of campus both its image and priorities** and activities and distribution of resources.

"

Faculty Chair

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Deep Concern with Process

"

Administration needs to listen much better and have *real* listening sessions with all the departments - and mean it.

"

Survey Respondent

"

The **administration has been consistently unresponsive** to faculty interests. We are given one short meeting to weigh in on pre-prepared questions about the Academic Plan with two days notice. That is not enough and is symptomatic of this attitude on the part of the administration.

"

Survey Respondent

"

We need a structural reframing of the process: It **cannot be a competition to produce winners and losers**, but needs to be a process to produce creative thinking.

"

Faculty Forum Attendee

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We Believe in Our Leadership Potential

"We **should be a place where we tackle the really toughest problems** but with a concern to help the planet and help the people who live on it."

Faculty

"**The time has come for the origins of Santa Cruz,** critiquing the structure disciplines. These disciplinary boundaries don't make any sense and don't allow students to have the best skills."

Interviewee

"I have never thought of the university wanting to be like anyone else. **We need to do what we already do well**, no reason to try and pretend we are like others."

Staff

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Unshakeable Commitment to Serve Students

“

Our **interaction between students and teachers** is far beyond our peers.

”

Interviewee

“

Students' **present and future thriving** forms the basis of everything we do.

”

Survey Respondent

“

Our reason for being was to serve undergrads, that is very much part of our DNA. The people we are responsible to is the community of the State of California.

”

Interviewee

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Ensure Students' Access to Research Opportunities

"UC Santa Cruz is the place that **first intersected R1 world class research with a diverse student body**."

Interviewee

"We have a commitment because of where we are geographically, **fostering and supporting diversity in the student body** and providing opportunity to first generation students."

Interviewee

"Our **students are the most politically active in the country**."

Interviewee

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Desire for Collegiality and Authentic Relationships

"The core element of UCSC that I value the **most is the collegial egalitarian cooperativity** engendered by the shared governance."

Survey Respondent

"There are many things about UCSC that contribute to success and fulfillment but the support, collegiality, and inspiration of my colleagues is vital. **This is far more than just a place to work.**"

Survey Respondent

"My department, and for the most part other people with whom I work on campus, **are highly collegial.** It is a wonderful natural environment in which to work and to teach."

Survey Respondent

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Consistent Belief that Untapped Potential Is Everywhere

"We are a top research university. We can be the model. The message of public education is very important and **our university has great capacity**."

Interviewee

"We are a unique university and we are next to Stanford the **closest university to Silicon Valley, ground zero for the 21st century**."

Faculty

"I really think that **this institution has unbelievable potential to act on the international stage**. World class programs, faculty that does new things nobody else does, approaches to areas of study that are incredibly unique."

Senior Administrator

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Untapped Potential (Continued)

"The **appeal of our location** and weather could be leveraged to make the campus a major hub or meeting ground for important academic conferences and gatherings, but has not attempted to encourage this."

Survey Respondent

"Perhaps more than any other institution in the US **we are famous for our location**."

Survey Respondent

"Our combined research power is uniquely positioned to address the issues we face as a networked environment. The **campus is perfectly situated geographically to develop a high profile and socially-conscious connection to the data-driven economies**."

Interviewee

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Lack of Alignment on Scale of Ambition

- #1 Bay Area
- #2 California
- #3 Western U.S.
- #4 National
- #5 International
- #6 Global

> “We need to develop more ties to larger national and international collaborative research efforts to put us on the map.”

Interviewee

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Lack of Focus has Led to Paralysis

"Once something gets started on this campus, it never goes away. **We simply can't disinvest.**"

Faculty

"The **advent of email and trees make it really unlikely that people will get together**. As a result, we're all very isolated and hard to lead."

Interviewee

"As a 30 year member of the faculty I feel confident saying that **we are particularly inwardly focused**."

Faculty

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Frustration with Lack of Execution

"The perception is that **after the initial outreach, nothing much happens**."

Survey Respondent

"We **tend to do things halfway** - We are either fearful of doing something, or if we do, we do not give it enough resources."

Senior Administrator

"Every few years **we engage in time and energy consuming planning, without evidence that any of it has had real world consequences**. Often administration imposes priorities that did not emerge from planning."

Survey Respondent

"It takes energy, resources, and perseverance — a building of trust and cooperation."

Interviewee

"In Envision, a number of people put a good deal of effort articulating the campus vision. People put a lot of good work coming up with strategies that can push the campus into direction **yet the Envision effort was reduced to banal bullet points**."

Interviewee

"There is a history on this campus that the process is great but the plan does not go anywhere."

Graduate Student

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Faculty Expect Transparency and Truthfulness

"We **need a more open**, democratic process that is not conducted from the top down."

Survey Respondent

"**Why not be skeptical? That's what we do.** Transparency will go a long way. The faculty stand ready to make very powerful contributions to this process."

Survey Respondent

"You need to create a space for a **robust conversation where everyone is heard** and where the decisions out of this conversation can be walked back to it."

Faculty Forum Attendee

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Staff Worry They'll Be Engaged Too Late or Not Enough

"Some **staff have the attitude that it does not matter what they have to say**, because they are staff and not faculty."

Staff Meeting Attendee

"The leaders in the divisions are disjointed and are not pointing to a strategic plan because they don't see themselves represented in it. **Deans are all developing their own strategic plans in a vacuum** with a lot of unknown because they need something in order to go ahead with."

Survey Respondent

"You **cannot decide on academic priorities first and then bring staff in** to support those growing departments after decisions have been made."

Staff Forum Attendee

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Our Self-Image Stands In Our Way

"One of our main impediments is a **seemingly intractable self-image problem**."

Survey Respondent

"**A lot of people still have an old narrative about the time before we modernized** — many people see us as backwards."

Interviewee

"We were always looking at UC Berkeley, Virginia Tech, other major public universities. The beast is **our own failures and ability to get over things and figure out who we are and aren't**."

Interviewee

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Mistrust is Pervasive

"There is a **lack of trust** here in our campus community, but also beyond that with the city and locals and vice versa."

Faculty Forum Attendee

"A strategic plan **will require building trust** *among* our community."

Interviewee

"You **need to give us faith in your firm** and your process before we can trust that you want faculty to be engaged."

Open Forum Attendee

"There is **enormous amount of sorrow and cynicism** [here] that has prevented us from doing the great things we could be doing."

Interviewee

"**Groups of faculty feel as if they are in competition with each other**. The resulting distrust and ill will hinders communication and cooperation across campus."

Survey Respondent

"The divisions, as well as departments within divisions, have been affected too long by a **zero-sum-game in resources, so trust will have to be build up**, in each other and the university as a whole."

Survey Respondent

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The Arts & Humanities Feel Under Threat

“

The Administration has made its priorities clear: To grow PBSci and Engineering, to use SocSci for its enrollment capabilities, and to starve the Arts and Humanities.

”

Interviewee

“

Across the country there has been a **tendency to see STEM majors as the future**. I think that this focus has gone too far, to the detriment the rest of the liberal arts education. Like everybody we have been obsessed with Engineering and Science. I am concerned that this campus has in our history an ethos of liberal arts - I do not want to exclude Engineering in that, but we need a well-rounded student.

”

Faculty

“

We've had so much strategic planning over the years, invested a lot of effort on ideas that went nowhere or, for the social sciences, **humanities, and arts division, were deemed less important** than the plans put forth by Science and Engineering

”

Survey Respondent

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For Engineering, Long Term Strategic Thinking Feels Difficult Given Highly Impacted Majors

“

Engineering is seen as somewhat the outsider on this campus, even though we serve so many students.

”

Interviewee

“

We don’t want to think about more strategic growth when **we have been underfunded for all the growth we accomplished in Engineering for years.**

”

Faculty

“

We need to support the **Engineering School, which is currently overwhelmed** with students.

”

Survey Respondent

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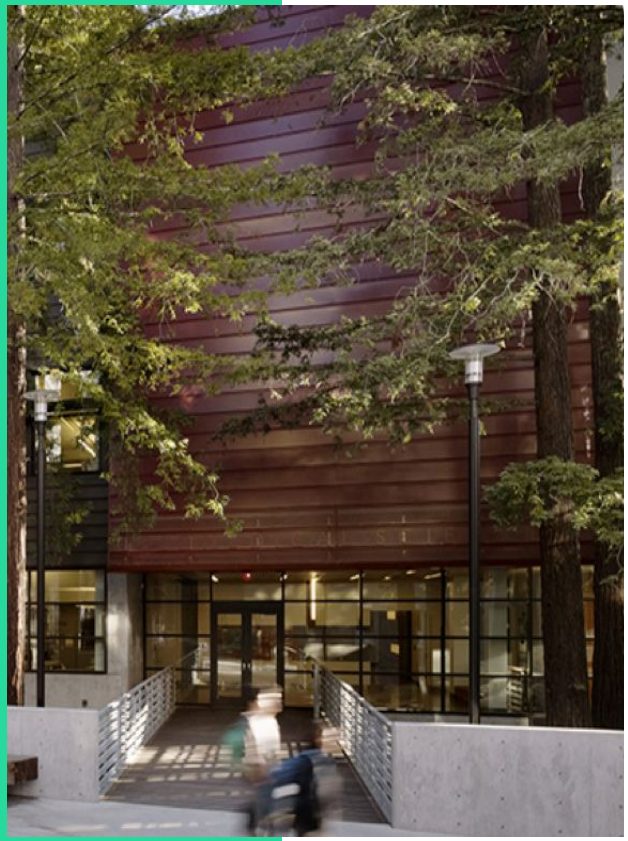
Future State Brief



UC Santa Cruz Strategic Academic Plan

Deliverable Two: Future State Brief

Overview

Phase Two of the Strategic Academic Planning process focused on three interrelated efforts: developing Themed Academic Working Groups, identifying internal barriers to research and teaching, and developing draft design principles. This Future State Brief summarizes campus efforts to develop recommendations to inform the CP/EVC and Chancellor's decisions about the design principles that will guide the campus over the next five years. Design principles will enable the university to prioritize strategic efforts in the short and medium term without rigidly defining the end state at the start.

This principle-based approach to Future State Design allows the university to build an inclusive constellation of principles to guide its efforts.

This brief moves from an executive summary of the effort devoted to developing and refining the draft design principles to a summary of each of the component activities.

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Contents

1. Executive Summary
2. Process Overview
3. Future State Workshop Details
    a. Steering Committee
    b. Academic Advisory Committee
    c. Senate Executive Committee
    d. Open Audience Forum
    e. Future State Design Survey

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Phase Two, Future State Design: Executive Summary

1. **Goal:** a major objective of Phase Two was to advise the EVC and Chancellor on their decisions for designating design principles to underpin the SAP plan.

2. **Activities:** this phase included four three-hour workshops and a survey administered to the attendees of the workshops.

3. **Attendees:** there was one workshop for each of the following groups: Steering Committee, Academic Advisory Committee, Senate Executive Committee, and an all-campus audience composed of any interested faculty, staff, graduate and undergraduate students.

4. **Workshop Results:** each of the four workshops reached broadly similar conclusions regarding design principles, focusing on a) transformative research and creative work, b) research and experiential opportunities for students, and c) diversity.

5. **Nuance:** Despite the emergence of share themes, distinctions emerged in each group's prefered language, which gave different inflections to the principles articulated by each group.

6. **Survey:** UC Santa Cruz's Institutional Research, Assessment, and Policy Studies (IRAPS) created and administered a survey, which asked workshop participants to select their preferred language for each design principle and then rank their choices.

7. **Survey Results:** were consistent with the workshop results, but offered more specific insights for how to best frame each design principle.

8. **Survey Analysis:** we considered a top vote for the individual principle to be a vote for the category, then prioritized those categories that received the most support using a simple index. The same index was then applied to determine the rankings for the individual design principles.

9. **Survey Results:** ranked principles can be seen on the following page.

Phase Two Survey Recommended & Ranked Design Principles

1. Drive research and creative work that transforms our world
2. Use experiential and research opportunities to prepare students to have an impact in a changing world
3. Ensure that the recruitment, retention, and thriving of diverse faculty, staff, and students are at our core
4. Make interdisciplinary connections in research and teaching
5. Continue excellence and innovation in areas distinctive to UC Santa Cruz, such as social justice, diversity, and sustainability
6. Promote broad-based sustainability that encompasses social and technological stewardship
7. Create external partnerships to foster innovation, broaden resources, and build our reputation

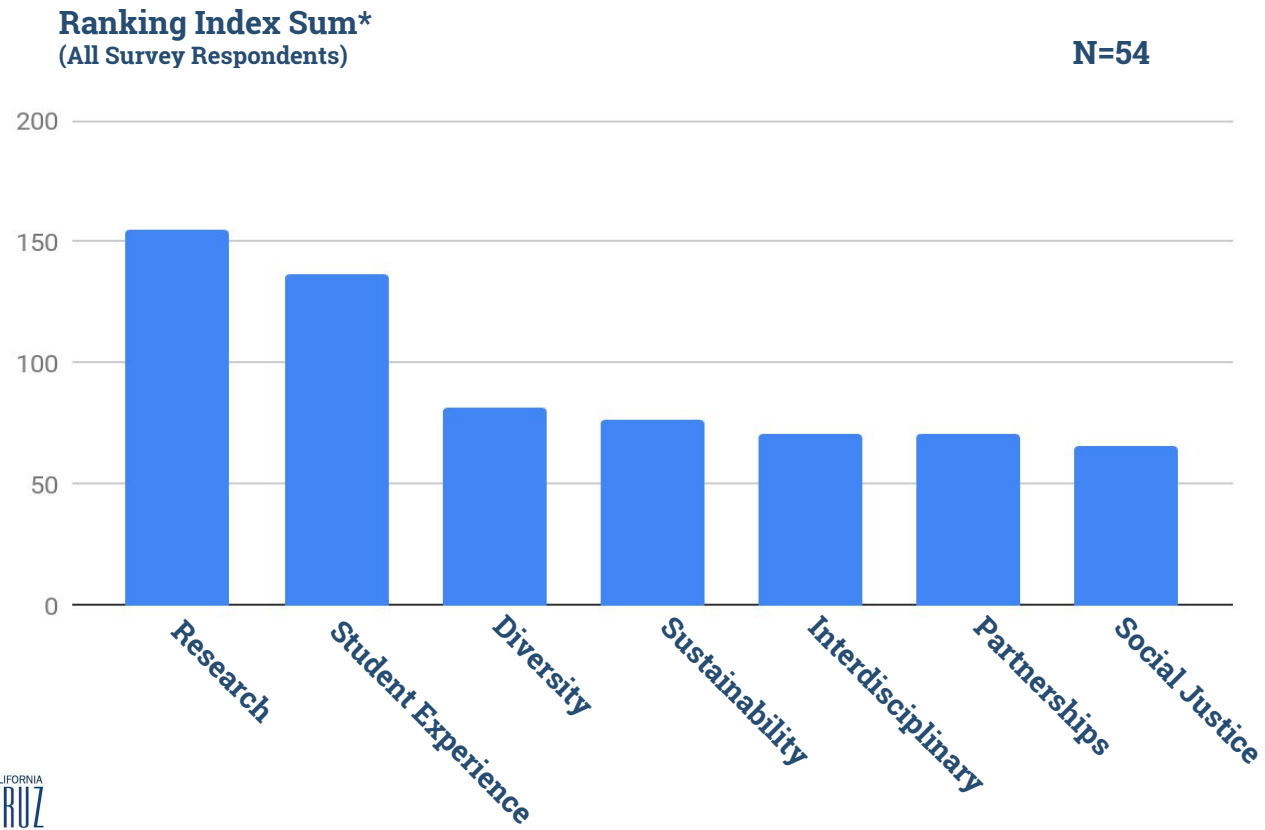
Workshops Were Broadly Consistent in Their Category Rankings

Rank	Design Principle Category	SC	AAC	SEC	Open
1	Research/Creative Work	1*	1*	1*	4*
2	Student Experience	2*	3*	2*	1*
3	Experiential Learning	3*	3*	2*	1*
4	Diversity	-	2*	3*	2*
5	New: Healthy Organization Culture	-	-	-	3
6	Interdisciplinarity	-	4*	-	-
	Partnerships	-	-	4*	-
	New: Graduate Students	4*	-	-	-
	Sustainability	4	-	-	-
Unranked	Student Success	-	-	-	-
	Social Justice	-	-	-	-
	Communities	-	-	-	-

** Original design principle reworded by committee*
*** Combined by committee*

Due to feedback from the open session, the “student experience” and “experiential learning” candidates were combined into a single category for the survey. Additionally, “cultivation of a healthy organizational culture” was added to the sustainability category.

The Survey Confirmed Workshop Priorities



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*Weights were assigned to each principle as follows: #1 ranking received 5 pts, #2 ranking 3 pts, and #3 ranking received 1 point.

Additional Approaches to Analyzing Survey Results Demonstrated Further Consistency

N of participants=54 *Categories:*	Overall rank	Average weighted* score received by principles in each category	Sum of weighted* points received by principles in each category	% of participants who ranked one of the principles in each category in top 3
Research	1	3.23	155	72%
Student Experience	2	2.91	137	76%
Diversity	3	1.95	82	35%
Sustainability	4	2.20	77	19%
Interdisciplinary	5	2.22	71	37%
Partnerships	5	2.15	71	13%
Social Justice	6	1.61	66	33%

*Weights were assigned to each principle as follows: #1 ranking received 5 pts, #2 ranking 3 pts, and #3 ranking received 1 point.

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Data Cuts Along the Following Dimensions Suggest Consistent Priorities with Minor Variance

Faculty vs Staff vs All Respondents

Open Session vs Committees vs All

Data Insufficient

1. Though lacking sufficient data for granular data cuts, we examined the following to determine if there might be meaningful differences of opinion and none were found.
   a. Each committee vs other committees
   b. Greater than 10 yrs experience vs less than 10 yrs
   c. Student vs Faculty
   d. Student vs Staff

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This analysis confirms broad agreement regarding prioritized design principles.

Recommendations: Consider Combining the Top Selections within both the "Interdisciplinary" and "Research" Priorities

1. **Interdisciplinary:** "Build interdisciplinary structures" earned the same number of top votes (more #2 votes and only two fewer total votes) than the recommended principle, "Make interdisciplinary connections in research and teaching." Entangled recommends combining these two into:
   "Build structures to make interdisciplinary connections in research and teaching"

2. **Research:** The word "promising" came up frequently in workshop discussions and voting, but did not make it into any of the selected design principles. We recommend considering:
   "Drive promising research and creative work that can transform our world"

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Steering Committee — Workshop Results

Top principles

1. Drive research and creative work that transforms our world*
2. Prepare students to make an impact in a changing world
   &
   Support experiential and research opportunities for students**
3. Place diversity at our core*
4. Partner with others who share our values*

Mid-Tier

5. Advance sustainability
6. Make interdisciplinary connections in research and teaching*

Bottom Tier

7. Increase student success at UC Santa Cruz
8. Model social justice
9. Be rooted in and care for our communities

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** Original design principle reworded by committee*
*** Combined by committee*

Academic Advisory Committee — Workshop Results

Top principles

1. Drive research and creative work that transforms our world*
2. Place diversity at our core*
3. Prepare students to make an impact in a changing world
   &
   Support experiential and research opportunities for students**
4. Make interdisciplinary connections in research and teaching*

Mid-Tier

5. Increase student success at UC Santa Cruz*
6. Model social justice
7. Advance sustainability*

Bottom Tier

8. Be rooted in and care for our communities
9. Partner with others who share our values

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** Reworded by committee*
*** Combined by committee*

Senate Executive Committee— Workshop Results

Top principles

1. Drive research and creative work that transforms our world*
2. Prepare students to make an impact in a changing world*
3. Support experiential and research opportunities for students*

UNRANKED: Advance sustainability*

UNRANKED, NEW: Provide support and innovation for graduate training, research and teaching.

Mid-Tier

5. Place diversity at our core*
6. Increase student success at UC Santa Cruz*
7. Model social justice*

Bottom Tier

8. Make interdisciplinary connections in research and teaching*
9. Partner with others who share our values*
10. Be rooted in and care for our communities

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** Reworded by committee*
*** Combined by committee*

Open Audience – Workshop Results

Top principles

1. Prepare students to make an impact in a changing world*

   &

   Support experiential and research opportunities for students**

2. Place diversity at our core*
3. NEW: Cultivate a healthy organizational structure

Mid-Tier

4. Drive research and creative work that transforms our world*
5. Make interdisciplinary connections in research and teaching
6. Increase student success at UC Santa Cruz*
7. Support experiential and research opportunities for students**
8. NEW: Keep graduate students central to our focus
9. NEW: Create a socially just society through transformative research, teaching and student experience.
10. Do long term planning that maintains a collaborative, affordable, and accessible university.

Bottom Tier

11. Be rooted in and care for our communities
12. NEW: Professional development as a key to all our goals
13. Advance sustainability
14. Model social justice
15. Partner with others who share our values*

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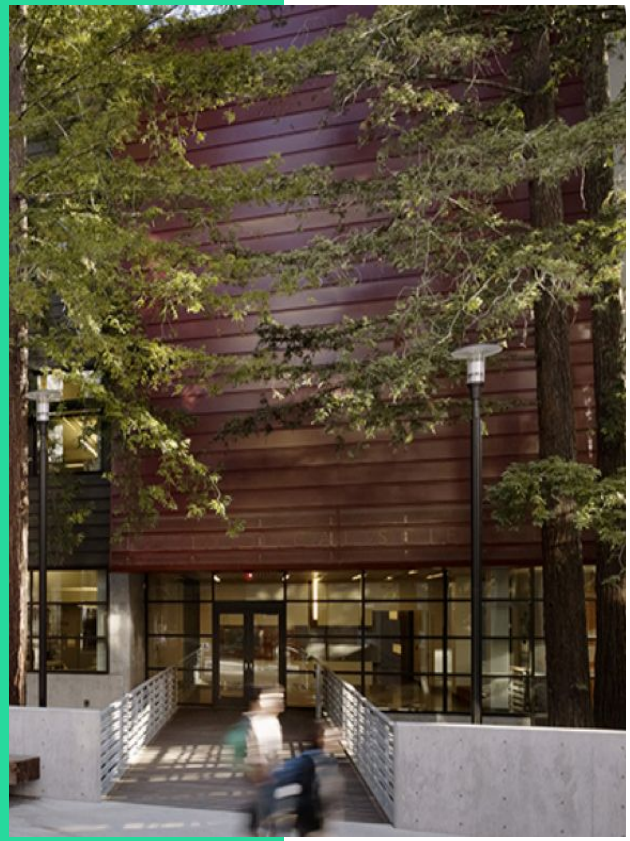
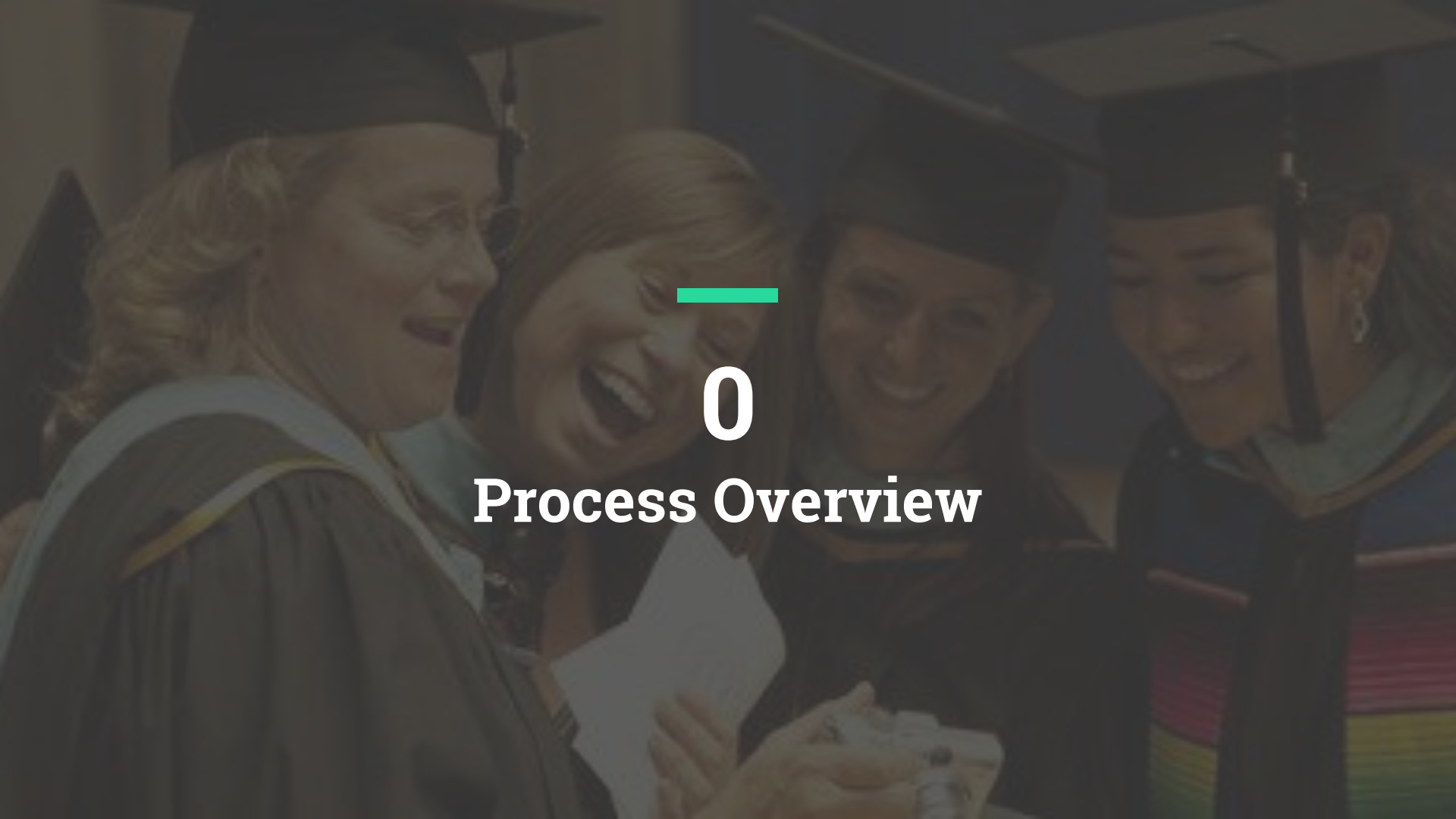
** Reworded by committee*
*** Combined by committee*



Conclusion

The Future State Workshops and subsequent survey have revealed notable consensus regarding the future of the university.

Entangled Solutions recommends that the CP/EVC and Chancellor consider these various articulations of design principles as they make their final decisions. But once those decisions are made, we encourage you to take subsequent action with confidence, because the institution appears to broadly agree on the values and overarching themes that should underpin the campus's strategic efforts.



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Process Overview

Conducted four “Future State Design Workshops” to establish and prioritize candidate design principles

Event One

- Steering Committee
- 9 Attendees

Event Two

- Academic Advisory Committee
- 12 Attendees

Event Three

- Senate Executive Committee
- 12 Attendees

Event Four

- Open Audience (Faculty, Staff, Students)
- 43 Attendees

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Workshop Attendance

Steering Committee

- 1 Arts
- 3 Engineering
- 1 Humanities
- 1 PBSci
- 1 Planning Budget
- 2 University Relations

Academic Advisory Committee

- 2 Arts
- 2 Engineering
- 2 Humanities
- 3 PB Sci
- 3 Social Sciences

SEC

- 1 Engineering
- 2 Humanities
- 6 PB Sci
- 2 Social Sciences
- 1 Staff

Open*

- 1 Academic Affairs
- 5 Arts
- 2 BAS
- 3 Engineering
- 3 Humanities
- 3 ITS
- 2 Library
- 6 PBSci
- 9 Social Sciences
- 4 Student Success
- 1 Undergrad Education
- 1 University Relations
- 3 Unknown Students

*Open Forum attendees -- faculty, staff and students -- were given the option of signing in if they wished to take the follow-up survey. Some attendees participated in workshop activities, but declined to sign in; they are consequently not captured in this list.

Beginning design principle candidates included the following

As UC Santa Cruz prioritizes excellence and distinctiveness, the strategic effort will:

- Drive research and creative work that transforms our world
- Make interdisciplinary connections in research and teaching
- Prepare students to make an impact in a changing world
- Increase student success at UC Santa Cruz
- Place diversity at our core
- Advance sustainability
- Be rooted in and care for our communities
- Support experiential and research opportunities for students
- Model social justice
- Partner with others who share our values

Entangled Solutions and the EVC's office conducted the workshops in the following manner

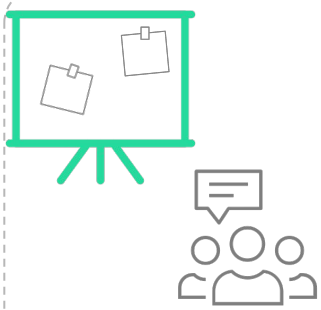
- **Formed** small groups of 3-6 people
- Asked group to **create** their own approach to rank top design principles
- **Group Activity:** ranked top six design principles
  - If needed, groups could append up to three runners-up
- **Independent Activity**: Using red and green sticky dots, individuals voted up four highest priority design principles and voted down lowest priority design principles.

Methodology for ranking and editing the design principles

01

Small group: ranking your top six

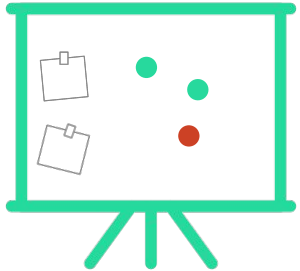
brainstorm new design principles



02

Small group report out

Speaker and Secretary



03

Individual voting:

Green dots used to vote up four highest priority design principles. Red dots used to vote down four lowest priority design principles.

04

Large group discussion:

What concrete opportunities and challenges do you see for UC Santa Cruz with the highly ranked design principles.

01

Steering Committee Workshop Results

Steering Committee — Design Principle #1

#1

Drive research and creative work that transforms our world*

Other Renderings

"Prioritize research that is internationally recognized as high impact"

Notes from Discussion

- Need to define how impact can best be measured for UC Santa Cruz
- Impact is "the" key term when thinking about our research

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** Original design principle reworded by committee*
*** Combined by committee*

Steering Committee — Design Principle #2

#2

Prepare students to make an impact in a changing world

&

Support experiential and research opportunities for students**

Other Renderings

- "Use experiential and research opportunities to prepare our students to have an impact in a changing world"

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** Original design principle reworded by committee*
*** Combined by committee*

Steering Committee — Design Principle #3

#3

Place diversity at our core*

Other Renderings

"Model diversity in faculty, staff, administration, and students across all levels"

Notes from Discussion

- Diversity touches everything we do at the university
- There is a wide social consensus on diversity; it reaches much deeper and broader than our social justice mission

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** Reworded by committee*
*** Combined by committee*

Steering Committee — Design Principle #4

#4

Partner with other who share our values*

Other Renderings

"Partner internally and externally with others who advance our values"

"Create external partnerships to foster innovation, broaden resources, and build reputation"

Notes from Discussion

- Interdisciplinarity can be a valuable pre-requisite here

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** Reworded by committee*
*** Combined by committee*

Steering Committee Remaining Principles

Ranking	Principle	Voting
5	Advance sustainability	
6	Make interdisciplinary connections in research and teaching*	
7	Increase student success at UC Santa Cruz	
8	Model social justice	
9	Be rooted in and care for our communities	

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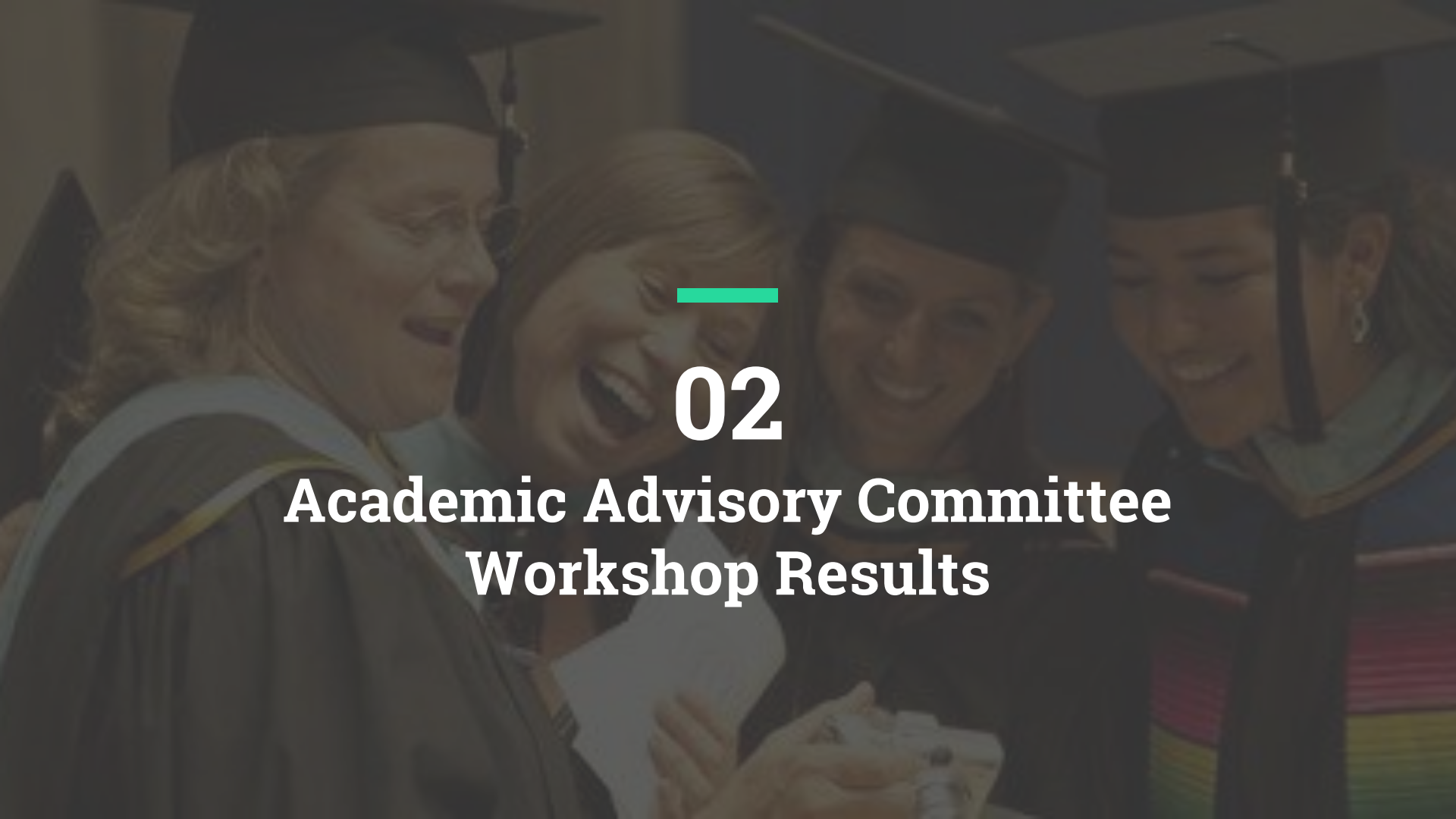
*** Combined by committee*



02

Academic Advisory Committee Workshop Results

Academic Advisory Committee — Design Principle #1

#1

Drive research and creative work that transforms our world*

Other Renderings

"Drive research and creative work that reflects our transforming world"

"Drive research and creative work that makes a better world"

Notes from Discussion

- Need to highlight the importance of real-world impact here

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** Reworded by committee*
*** Combined by committee*

Academic Advisory Committee — Design Principle #2

#2

Place diversity at our core*

Other Renderings

"Increase opportunities for inclusion, equity, and diversity"

Notes from Discussion

- Group discussed our "need to make good on this"

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** Reworded by committee*
*** Combined by committee*

Academic Advisory Committee — Design Principle #3

#3

Prepare students to make an impact in a changing world

&

Support experiential and research opportunities for students**

Other Renderings

"Inspire and enable students to change the world"

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** Reworded by committee*
*** Combined by committee*

Academic Advisory Committee — Design Principle #4

#4

Make interdisciplinary connections in research and teaching*

Other Renderings

"Increase opportunities for inclusion, equity, and diversity"

Notes from Discussion

- Group noted that UC Santa has had an unrealized claim to this for decades
- Opportunity for this principle to be "an all encompassing blueprint" for the campus

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** Reworded by committee*
*** Combined by committee*

Academic Advisory Committee Remaining Principles

Ranking	Principle	Voting
5	Increase student success at UC Santa Cruz*	
6	Model social justice	
7	Advance sustainability*	
8	Be rooted in and care for our communities	
9	Partner with others who share our values	

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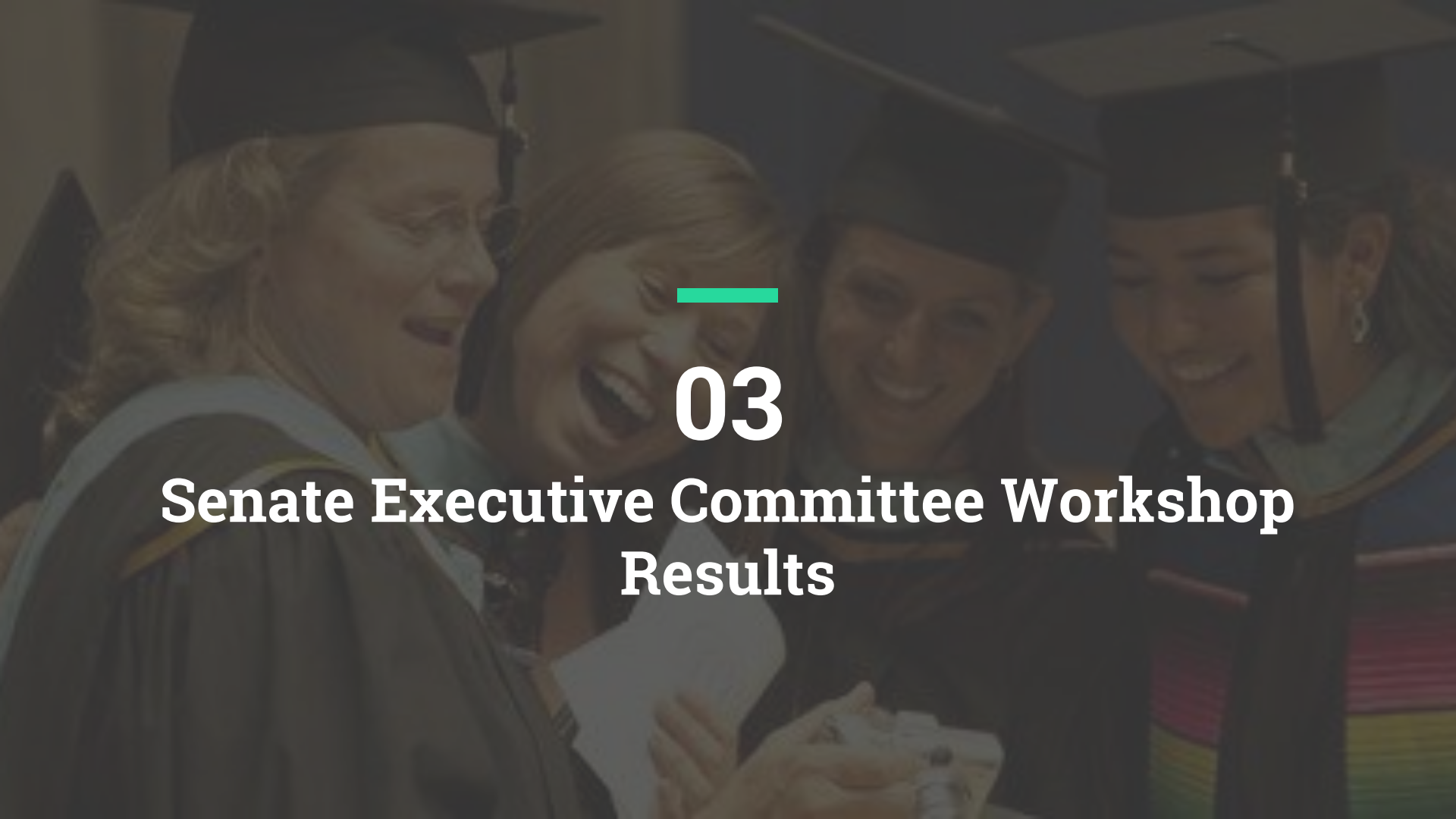
** Reworded by committee*
*** Combined by committee*



03

Senate Executive Committee Workshop Results

Senate Executive Committee — Design Principle #1

Other Renderings

"Drive research and creative work that transforms and cares for the world"

"Achieve and maintain first-rate, internationally recognized research in at least ten departments or programs"

"Drive playful, disruptive, and transformative research"

"Engage in promising research and creative work unconstrained by pre-existing disciplinary boundaries"

Notes from Discussion

- "Playful" approach needed to create innovative mindset, distinctive to UC Santa Cruz

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** Reworded by committee*
*** Combined by committee*

Senate Executive Committee — Design Principle #2

#2

Prepare students to make an impact in a changing world*

Other Renderings

"Cultivating an entrepreneurial/enterprising spirit among both undergraduate and graduate students that prepares them for meaningful lives in a connected world"

Notes from Discussion

- Interpretation of "connected" world remained unclear in the group discussion

** Reworded by committee*
*** Combined by committee*

Senate Executive Committee — Design Principle #3

#3

Support experiential and research opportunities for students*

Other Renderings

"Support experiential research opportunities for undergraduate students, graduate students, and faculty"

Notes from Discussion

- Group highlighted the need to extend opportunities to all campus stakeholder groups

** Reworded by committee*
*** Combined by committee*

Senate Executive Committee — Design Principle UNRANKED

Advance Sustainability*

Other Renderings

"Advance sustainability and responsible stewardship"

"Promoting broadbase sustainability that encompasses social and technological stewardship"

Notes from Discussion

- Group intentionally did not decide on ranking position but did highlight as top principle

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** Reworded by committee*
*** Combined by committee*

Senate Executive Committee — Design Principle UNRANKED

NEW: Provide support and innovation for graduate training, research and teaching.

Notes from Discussion

- Group intentionally did not decide on ranking position but did highlight as top principle

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** Reworded by committee*
*** Combined by committee*

04

Open Audience Workshop Results

Open Audience – Design Principle #1

#1

Prepare students to make an impact in a changing world*

Other Renderings

"Prepare students to understand and make a social justice impact in a diverse and changing world."

Notes from Discussion

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** Reworded by committee*
*** Combined by committee*

Open Audience – Design Principle #1

#1

Support experiential and research opportunities for students**

Other Renderings

"Provide experiential and research opportunities for all students."

Notes from Discussion

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** Reworded by committee*
*** Combined by committee*

Open Audience – Design Principle #2

Other Renderings

"Make the recruitment, retention, and thriving of diverse faculty, staff, and student at our core"

Notes from Discussion

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** Reworded by committee*
*** Combined by committee*

Open Audience – Design Principle #3

NEW: Cultivate a healthy organizational structure

Other Renderings

Notes from Discussion

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** Reworded by committee*
*** Combined by committee*

Open Audience – Design Principle #4

Other Renderings

"Drive interdisciplinary research and creative work that transforms our world"

Notes from Discussion

** Reworded by committee*
*** Combined by committee*

Open Audience Session Remaining Principles

Ranking	Principle	Voting
5	Make interdisciplinary connections in research and teaching	
6	Increase student success at UC Santa Cruz*	
7	Support experiential and research opportunities for students and other high impact practices and drive research and creative work that transforms our world	
8	New: Keep graduate students central to our focus	
9	New: Create a socially just society through transformative research, teaching and student experience.	
10	New: Do long term planning that maintains a collaborative, affordable, and accessible university.	

** Reworded by committee*
*** Combined by committee*

Open Audience Session Remaining Principles (cont)

Ranking.	Principle	Voting
11	Be rooted in and care for our communities	
12	New: Professional development as a key to all our goals	
13	Advance sustainability	
14	Model social justice	
15	Partner with others who share our values	

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** Reworded by committee*
*** Combined by committee*

05

Future State Design Survey Results

Future State Design Workshop Survey 1/2

UC Santa Cruz Design Principle Survey

Select one from each block. (You may skip any block that you do not wish to see included.)

Research

- Drive research and creative work that transforms our world
- Drive research and creative work that reflects our transforming world
- Support playful, disruptive, and transformative research
- Engage in promising research and creative work unconstrained by pre-existing disciplinary boundaries

Diversity

- Model diversity in faculty, staff, administration, and students across all levels
- Increase opportunities for inclusion, equity, and diversity
- Ensure that the recruitment, retention, and thriving of diverse faculty, staff, and students are at our core
- Promote diversity in all campus functions and activities

Student Experience (Student Success; Student Preparedness)

- Use experiential and research opportunities to prepare students to have an impact in a changing world
- Support experiential learning and research opportunities for students
- Inspire and enable students to change the world
- Provide experiential and research opportunities to all students
- Cultivate an enterprising spirit among both undergraduate and graduate students to prepare them for meaningful lives in a connected world
- Support experiential and research opportunities for undergraduates, graduates, and faculty
- Provide support and innovation for graduate training in research and teaching
- Support experiential research opportunities for students and other high impact educational practices and drive research and creative work that transforms our world

Interdisciplinary

- Drive interdisciplinary research and creative work that transforms our world
- Build interdisciplinary structures
- Make interdisciplinary connections in research and teaching

Partnerships

- Create external partnerships to foster innovation, broaden resources, and build our reputation
- Partner internally and externally with others who advance our values

Social Justice

- Create a socially just society through transformative research, teaching, and student experience
- Prepare students to understand and make a social justice impact in a diverse and changing world
- Continue excellence and innovation in areas distinctive to UC Santa Cruz, such as social justice, diversity, and sustainability

Sustainability

- Promote broad-based sustainability that encompasses social and technological stewardship
- Cultivate a healthy organizational culture

40%

Back Next

Powered by Verint survey software

Future State Design Workshop Survey 2/2

Please rank the design principles you selected from the previous page.

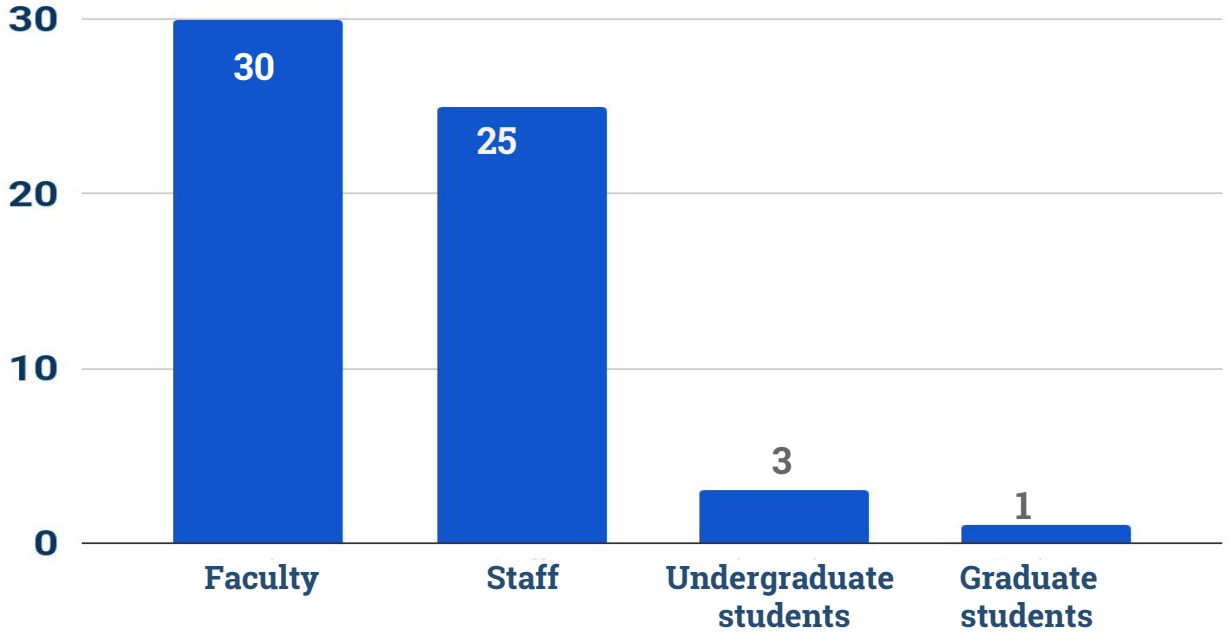
Drag your first choice to the box. You need to click and hold each next choice directly under the previous choice in the box. When you place all your choices in the ranking box, you can change the order by dragging them above or below each other within the ranking box.

[Note: Unable to show screen shot of this screen without showing selections.]

UC Santa Cruz Design Principle Survey

If you have a design principle in mind that did not appear in the previous options, and which you think should be considered for inclusion, please add it here:

Faculty and Staff Were Majority of Respondents



*Six staff completed demographic questions though did not engage in prioritizing design principles

Survey Respondents Tend to Have Longer Appointments

Distribution

All Event Attendees
~75

Completion

Respondents
60*

Respondents' Length of Appointment*

39 — 75%

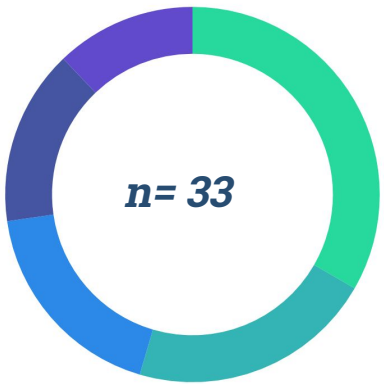
10 or more years ago

13 — 25 %

Fewer than 10 years ago

Answer not provided by all respondents.

Relative response rate among responding faculty or students



Social Sciences	33.3 %
Physical and Biological Science	21.2 %
Engineering	18.2 %
Arts	15.2 %
Humanities	12.1 %
Other Affiliations/Undeclared Major	0 %

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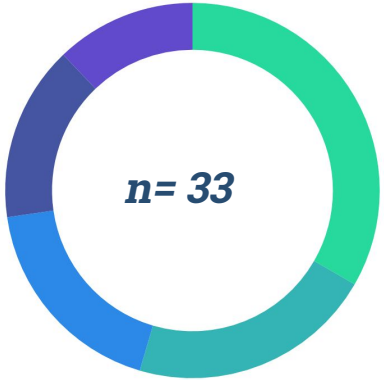
Number of responding faculty and students per division (self-identified)



Social Sciences	11
Physical and Biological Sciences	7
Engineering	6
Arts	5
Humanities	4
Other Affiliations/Undeclared Major	0

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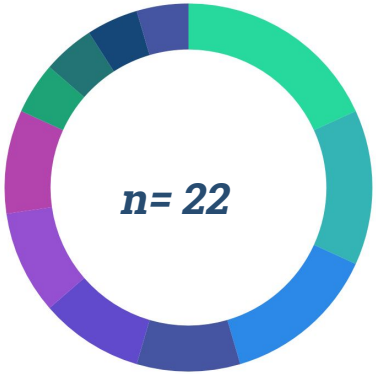
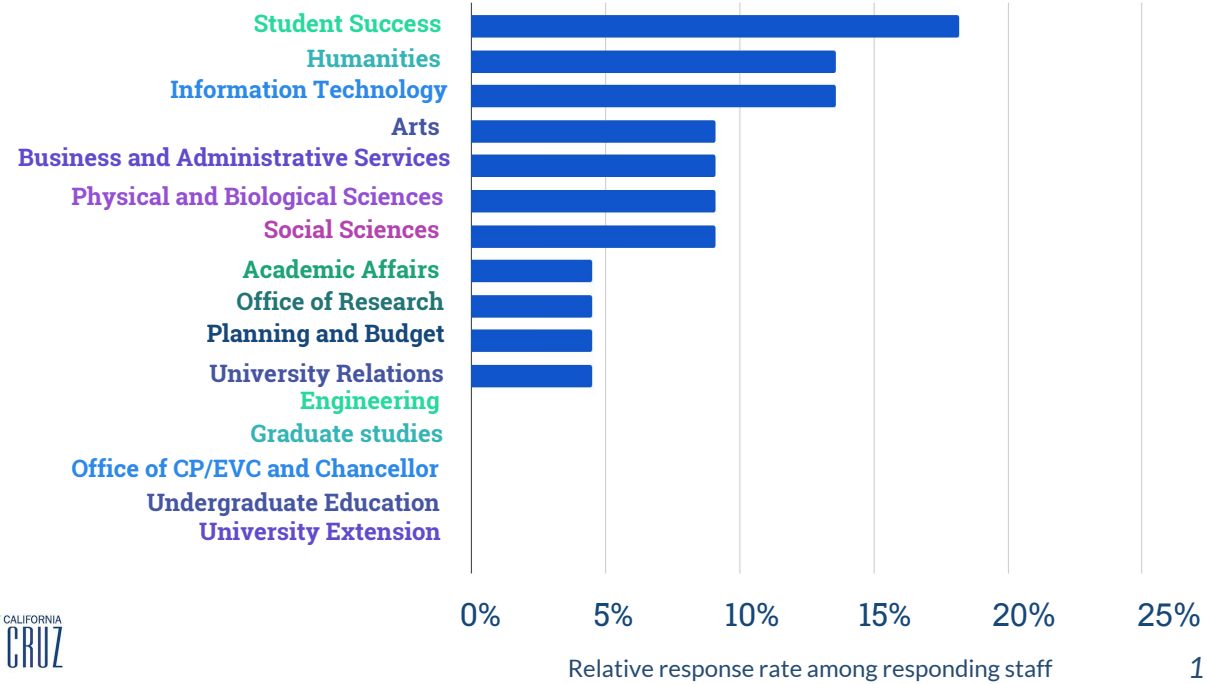
Staff from each division responded (%)

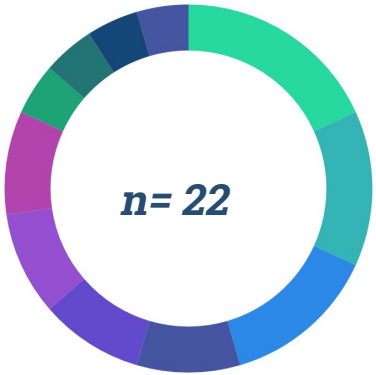
Relative response rate among responding staff per primary appointment

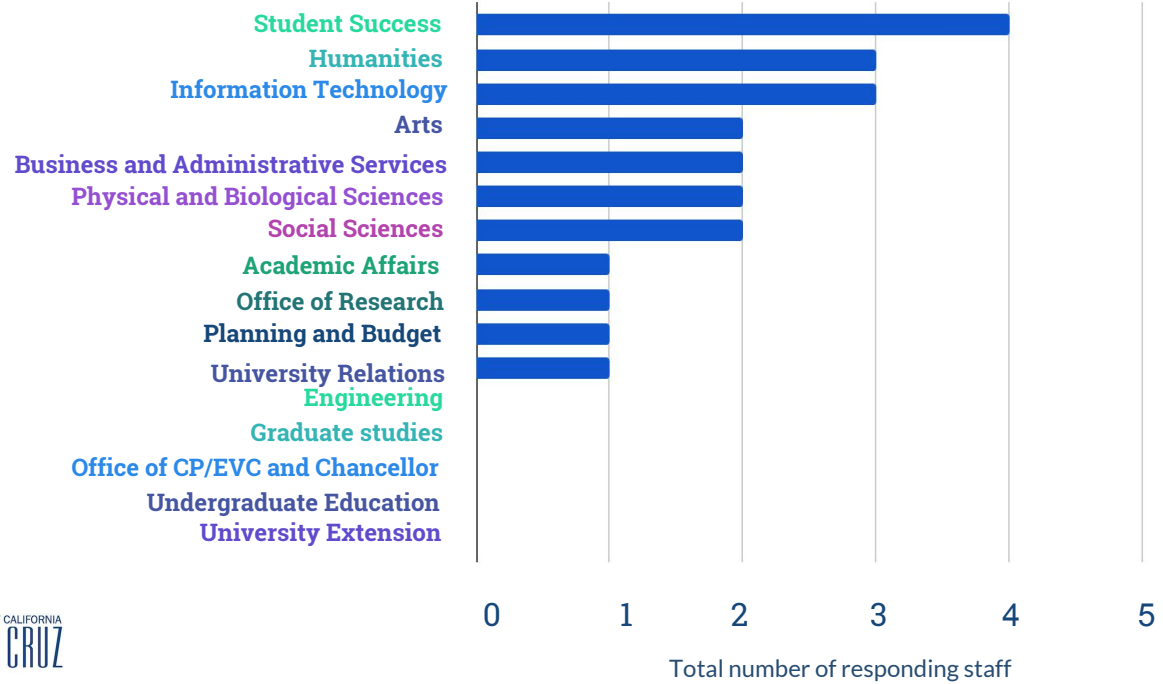




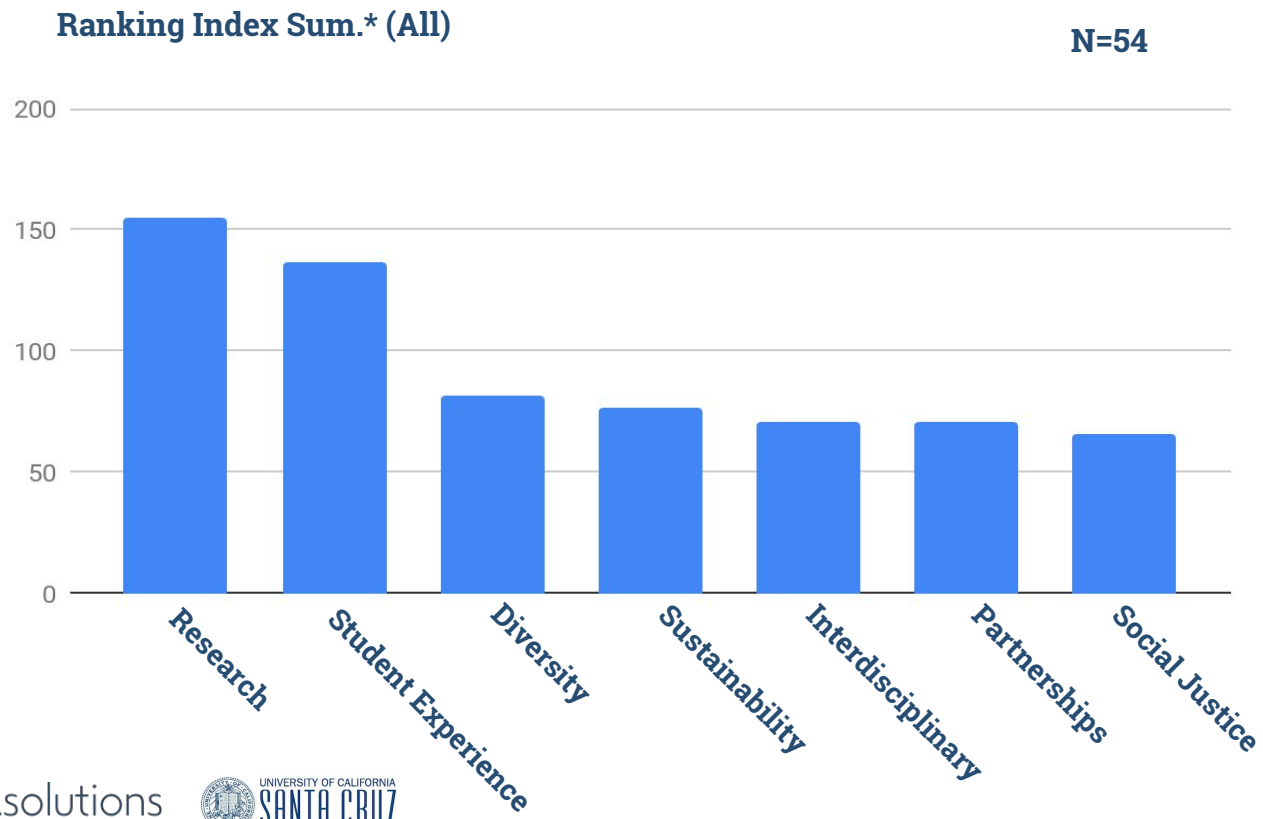
Staff from each division responded

Number of responding staff per primary appointment





Respondents Prioritized Research and Student Experience



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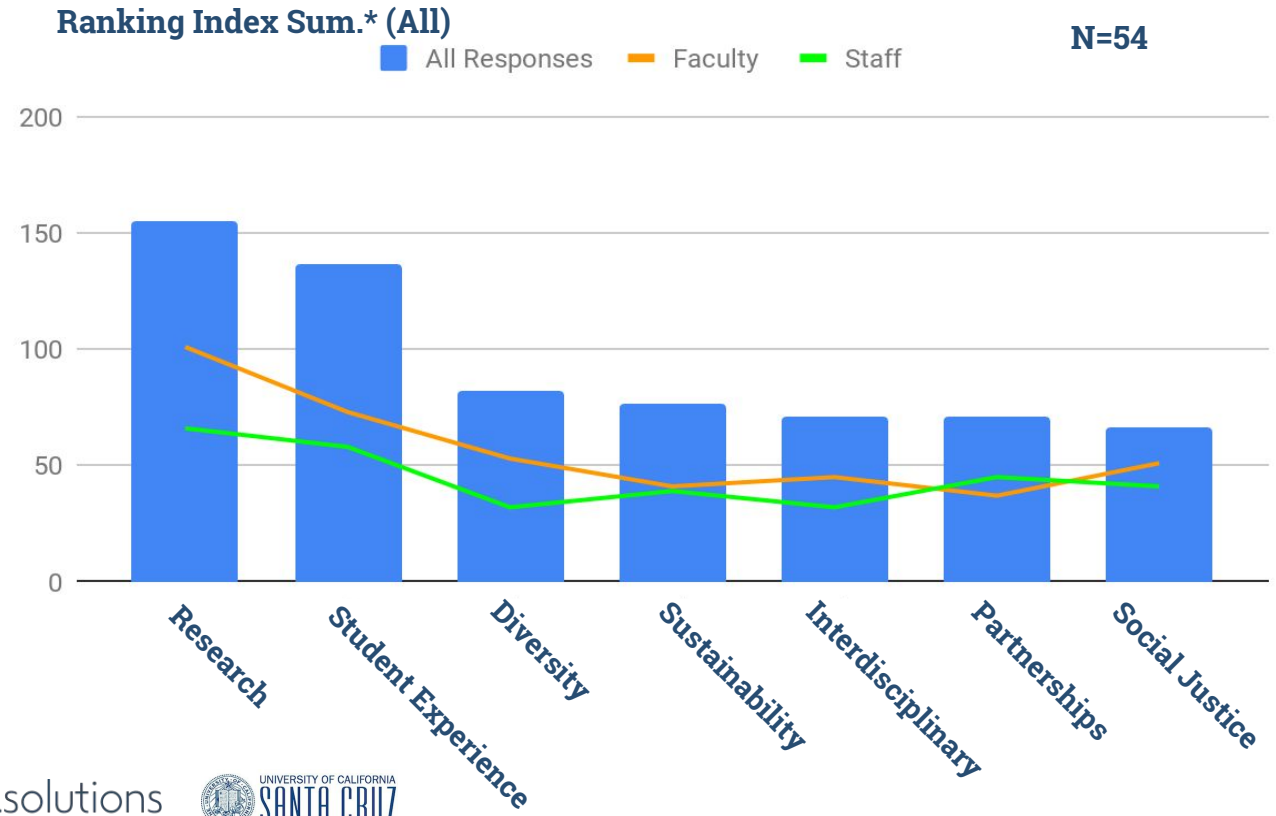
*Weights were assigned to each principle as follows: #1 ranking received 5 pts, #2 ranking 3 pts, and #3 ranking received 1 point.

Faculty and Staff Concur with Minor Variations



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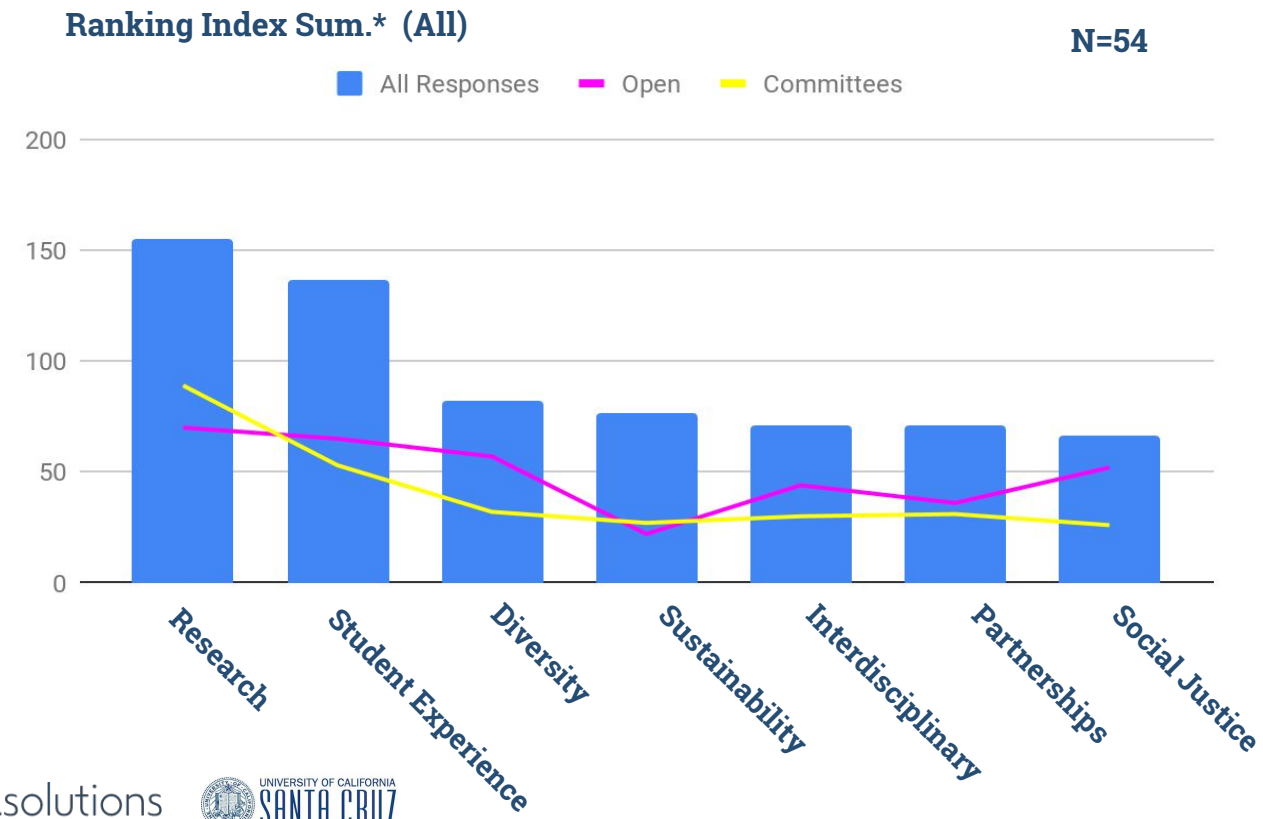
Open Forum Prioritized Diversity Slightly Higher



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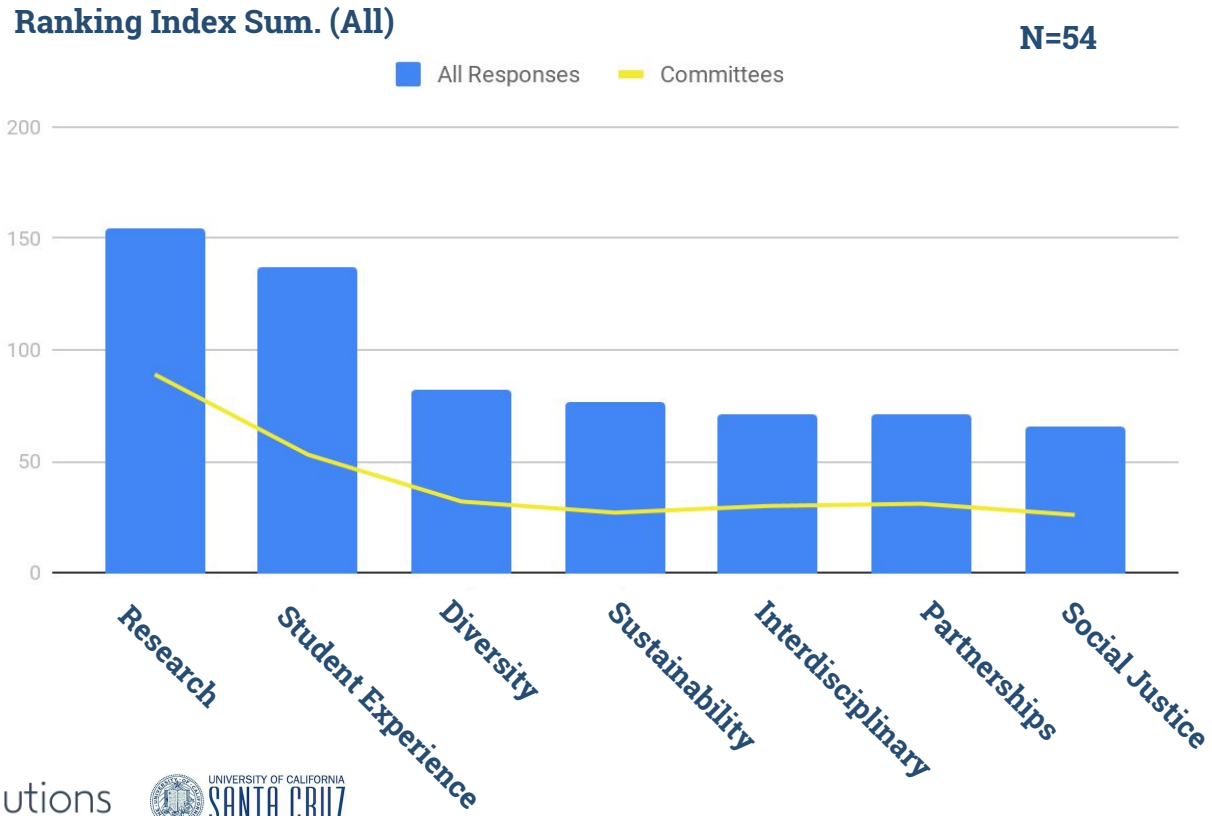
*Weights were assigned to each principle as follows: #1 ranking received 5 pts, #2 ranking 3 pts, and #3 ranking received 1 point.

Combined Committees Results Inline with Overall Results



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*Weights were assigned to each principle as follows: #1 ranking received 5 pts, #2 ranking 3 pts, and #3 ranking received 1 point.

Different Approaches to Analyzing the Committee Prioritization of Design Principles Doesn't Reveal Meaningful Differences

N of participants=54 *Categories:*	Overall rank	Average weighted* score received by principles in each category	Sum of weighted* points received by principles in each category	% of participants who ranked one of the principles in each category in top 3
Research	1	4.68	89	35%
Student Experience	2	3.12	53	28%
Diversity	3	2.13	32	9%
Sustainability	6	2.08	27	4%
Interdisciplinary	5	3.33	30	13%
Partnerships	4	2.38	31	6%
Social Justice	7	2.00	26	7%

*Weights were assigned to each principle as follows: #1 ranking received 5 pts, #2 ranking 3 pts, and #3 ranking received 1 point.

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The Open Audience is Slightly Less Concerned With Research

N of participants=54 *Categories:*	Overall rank	Average weighted* score received by principles in each category	Sum of weighted* points received by principles in each category	% of participants who ranked one of the principles in each category in top 3
Research	1	2.50	70	35%
Student Experience	2	2.71	65	35%
Diversity	3	2.19	57	26%
Sustainability	7	2.75	22	2%
Interdisciplinary	5	2.00	44	22%
Partnerships	6	1.89	36	7%
Social Justice	4	1.93	52	26%

*Weights were assigned to each principle as follows: #1 ranking received 5 pts, #2 ranking 3 pts, and #3 ranking received 1 point.

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Staff Are Slightly More Interested in Student Experience and Sustainability

N of participants=54 *Categories:*	Overall rank	Average weighted* score received by principles in each category	Sum of weighted* points received by principles in each category	% of participants who ranked one of the principles in each category in top 3
Research	1	3.14	66	30%
Student Experience	2	2.64	58	33%
Diversity	6	1.78	32	13%
Sustainability	5	2.44	39	7%
Interdisciplinary	6	2.29	32	15%
Partnerships	3	2.50	45	9%
Social Justice	4	2.28	41	13%

*Weights were assigned to each principle as follows: #1 ranking received 5 pts, #2 ranking 3 pts, and #3 ranking received 1 point.

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While Faculty Are Most Concerned with Research

N of participants=54 *Categories:*	Overall rank	Average weighted* score received by principles in each category	Sum of weighted* points received by principles in each category	% of participants who ranked one of the principles in each category in top 3
Research	1	3.88	101	43%
Student Experience	2	2.70	73	39%
Diversity	3	2.41	53	20%
Sustainability	6	2.28	41	11%
Interdisciplinary	5	2.65	45	22%
Partnerships	7	2.64	37	4%
Social Justice	4	2.43	51	17%

*Weights were assigned to each principle as follows: #1 ranking received 5 pts, #2 ranking 3 pts, and #3 ranking received 1 point.

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We Also Considered Variances Based On the Following 5 Cuts, Finding No Evidence of Significant Disagreement

Additional Cuts

1. SEC vs AAC vs Steering Committee
2. More than 10 yr Experience vs Less Than 10 yr Experience
3. Students vs Faculty
4. Students vs Staff
5. Grad Students vs Undergrad Students

Note: None of these cuts had sufficient data to enable clear analysis, but the cuts were considered for completeness.

Conclusion

Our analysis found that the general conclusions are consistent for all subgroups that can be identified in survey data.

SAP Process Adjustments

SAP Process Adjustments - Overview

The CP/EVC sought to build an open and inclusive planning process, knowing that the final plan would be stronger for the ideas and energy of the entire campus community. Throughout the academic year, we sought out input on the content of the plan, of course, but also on the best process for determining our academic priorities. As a result of the feedback received from faculty, students, and staff, we made significant adjustments to the planning process. The major changes are noted on the following slide.

SAP Process Adjustments - Listed

Establishment of Academic Advisory Committee (composed of seven faculty-at-large, Council of Provosts chair, two students, and the five academic Deans)	1:1 interviews conducted with 25 current students with representation from each of the divisions and school	Academic employees given the option of adding as many TAWG topics to the spreadsheet as they desire	Developed online TAWG assessment rubric
Addition of seven two-hour SAP open forums (including one at Scotts Valley)	AVP Berger offered to outline SAP process and take questions from any interested department (18 took up the offer)	Extended deadline for signing up for TAWGs and adding new TAWGs	Developed student survey ● Invited student input to improve survey ● Extended survey timeline in order to accommodate student input and ensure student voices included, and ● Provided incentive for survey participation
Establishment of online open forum	Agreement to have Senate review all Themed Academic Working Group (TAWG) proposals	Sought input on barriers and resource generation from all departments	Engaged students more proactively ● Quarry Plaza tabling on three dates ● Advertising in *City on the Hill Press* ● Social media campaign
Transparency improvement: posting of notes and slide presentations from all group meetings on SAP website	Extensive consultation with Senate regarding budget, barriers, and resource generation over the course of the academic year	Post-FSDW survey to participants	Met multiple times with student organization leaders and representatives from SUA, GSA, MECHa, APISA, BSU
Establishment of staff Implementation Working Group	Requested Senate review of ES reports throughout the process and then an over-arching review of final draft during summer	Administrative support for initial TAWG meetings	Formed a student outreach advisory committee
Regular meetings established with Planning and Budget and BAS	Moved from a guiding “North Star” to a series of design principles	Entire campus invited to review and assess TAWGs	
1:1 interviews with recent alums to better understand how prepared they feel for the job market	Added Future State Design Workshops (FSDW) for the Senate Executive Committee (SEC), Academic Advisory Committee (AAC), and campus at large	Added 5 min. video presentations to TAWG effort (in lieu of all-day TED-style talks)	

DECK END