

UC SANTA CRUZ

# LEADING THE CHANGE

UC SANTA CRUZ **STRATEGIC PLAN** 2023



# CAMPUS OVERVIEW

UC Santa Cruz, a premier institution within the 10-campus University of California system, is renowned for its distinguished faculty, natural beauty, and vibrant campus community. Situated at the northern tip of the majestic Monterey Bay and near the heart of Silicon Valley, UC Santa Cruz combines the intimacy of a small liberal arts college with the depth and rigor of a major public research institution.

Since its founding in 1965, UC Santa Cruz has evolved into a global research university and a creative powerhouse, attracting students, faculty, and staff united by a commitment to social and environmental justice. The campus has grown from 652 students in 1965 to its current (2022–23) enrollment of 18,834 students.

UC Santa Cruz offers 73 undergraduate majors within the divisions of arts, engineering, humanities, physical and biological sciences, and social sciences, and advanced degrees in 66 academic programs. Its residential college system (Cowell, Stevenson, Crown, Merrill, Porter, Kresge, Oakes, Rachel Carson, Nine, and John R. Lewis) also provides undergraduates with a sense of community, belonging, and academic support that is unique to UC Santa Cruz.

In 2019, Cynthia Larive began her tenure as the 11th chancellor of UC Santa Cruz, followed by the appointment of Lori Kletzer as campus provost and executive vice chancellor. Under Chancellor Larive and CP/EVC Kletzer's leadership and dedication to moving the campus forward, the university embarked on a new strategic planning process, *Leading the Change*, formally launched in fall 2022.

# ABOUT UC SANTA CRUZ



#2 for making an impact in the world

*Princeton Review,  
Public Schools*

#1

for racial and gender diversity in leadership

*Women's Power Gap Initiative*



Top 10 for excellence in undergraduate teaching

*U.S. News and World Report,  
Public Universities*

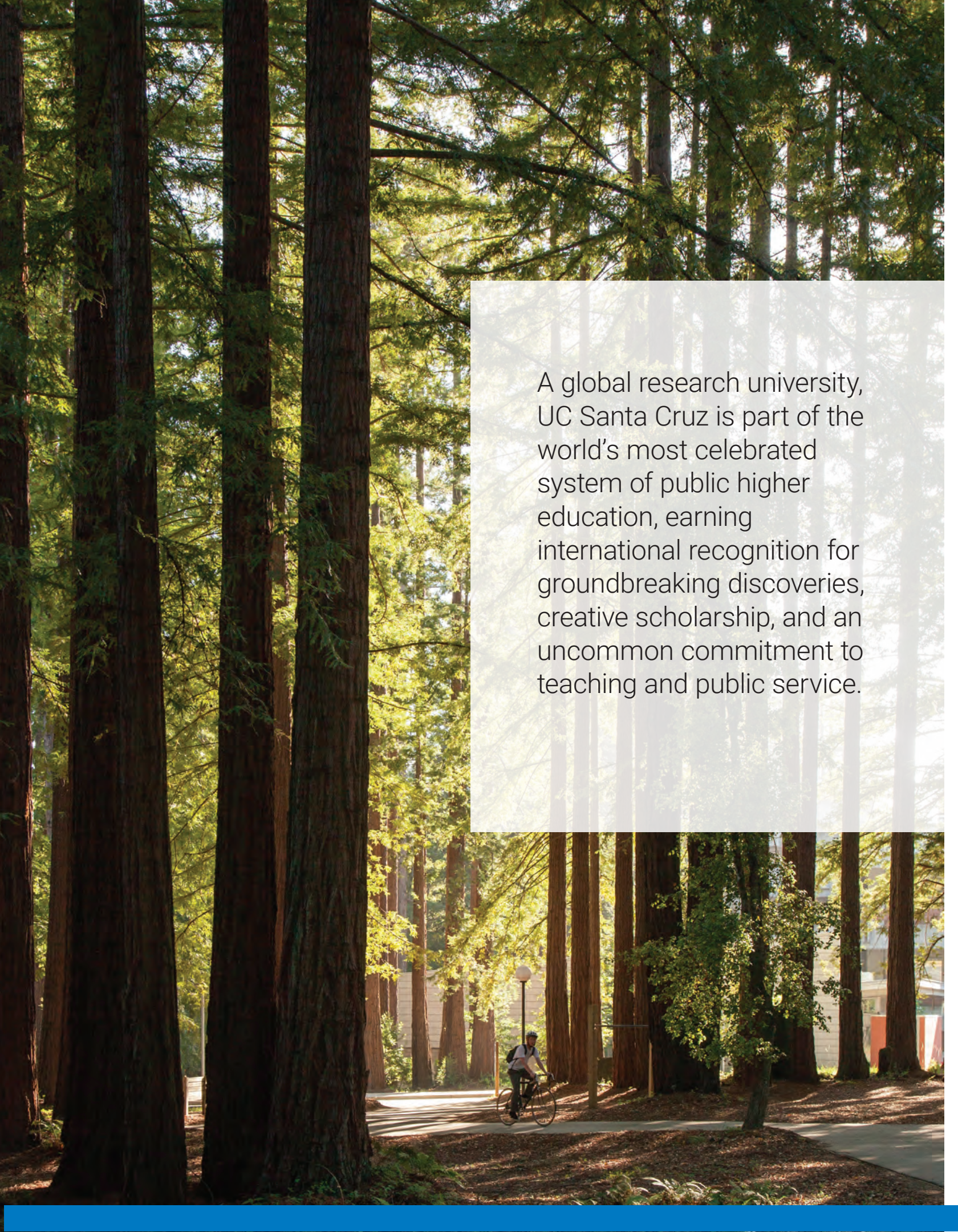


UCSC is a founding member of the Alliance of Hispanic Serving Research Universities



UC Santa Cruz earned the Seal of Excelencia

1 of only 5 universities that have the Association of American Universities (AAU), Hispanic Serving Institution (HSI), and Asian American and Native American Pacific Islander-Serving Institution (AANAPISI) distinctions



A global research university, UC Santa Cruz is part of the world's most celebrated system of public higher education, earning international recognition for groundbreaking discoveries, creative scholarship, and an uncommon commitment to teaching and public service.

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Dear Campus Community,

This is an exciting moment for UC Santa Cruz. Over the past year, through town-hall meetings, open forums, focus groups, stakeholder interviews, and a campuswide survey, we have gathered extensive feedback from our community to help us craft a collective vision for our future. *Leading the Change: The UC Santa Cruz Strategic Plan* details that vision and outlines our goals and path forward over the next decade.

Since our founding in 1965, UC Santa Cruz has matured into a pre-eminent student-centered research university. We have been invited into the Association of American Universities and designated as both a Hispanic-Serving and an Asian American and Native American Pacific Islander-Serving Institution. We continue to embrace our founding values of social justice and environmental sustainability, both of which are reflected in this plan. We should all take great pride in what our founders set out to create at UC Santa Cruz and in the university it has become.

Goal-setting and visioning work are not new to our campus. What we have undertaken over the past year builds on previous strategic planning efforts and addresses opportunities for improvement and transformation. *Leading the Change* will impact a wide cross-section of campus constituents and experiences, charting a path for us to make progress on our campus goals and establishing metrics by which success will be measured. The plan identifies new and emergent research, education, and service paths that will allow us to advance our global and regional impact; improve the experiences of our students, faculty, and staff; and strengthen our efforts to lead at the intersection of innovation and social justice.

I am deeply grateful for the work of our Steering Committee and the five theme committees, and for all in our campus community who participated in this process. Together we have developed a set of important goals for our campus to implement over the next 10 years. I hope you will share in my excitement as you review *Leading the Change: The UC Santa Cruz Strategic Plan*.

Sincerely,

Cynthia Larive  
Chancellor

**Learn more:**  
[strategicplan.ucsc.edu](http://strategicplan.ucsc.edu)

## **Our mission**

As a pre-eminent public research university, UC Santa Cruz transforms California and the world through groundbreaking discoveries, creative scholarship, public service, and an inclusive student-centered learning environment that empowers students to become engaged global leaders.





# LEADING THE CHANGE

## Our vision

At UC Santa Cruz, we aspire to lead at the intersection of innovation and social justice. By challenging conventional thinking through our collaborative interdisciplinary approach and distinction as an inclusive learning environment, we will advance the spectrum of knowledge and develop sustainable solutions to the challenges of our time.

Social justice and environmental sustainability are critical to the collective future of humankind and our planet, and we will continue to work tirelessly to advance these ideals. Our work will transcend our university to produce contributions and solutions through collaborations and community partnerships that advance knowledge and transform California and the world.

We will be recognized broadly for our areas of research excellence and their impact, known for our advancements in core disciplines and exploration at their intersections. Our approach to research and creative scholarship will enhance the faculty community and enrich the undergraduate experience through mentorship, research, and experiential learning opportunities. We will advance graduate program excellence to develop, mentor, and prepare future generations of scholars, researchers, practitioners, and leaders. Our world-renowned research clusters and programs will make UC Santa Cruz the destination of choice for faculty, undergraduate and graduate students, and postdoctoral scholars.

We will provide a student-centered learning experience for our undergraduate and graduate students. Our teaching and learning will be enhanced by a culture of inclusion, respect, and agency, the open exchange of ideas, and the strength and perspectives that emerge from a diverse community of scholars. Advanced by our distinctive residential college system and approach to the holistic student experience, we will help our students develop their skills in critical thinking, inquiry, and analysis through inclusive teaching approaches, mentoring, hands-on learning opportunities, and support programs for students from all backgrounds.



## Executive summary

UC Santa Cruz, embarked on the process of developing a new strategic plan—*Leading the Change*—during the 2022–23 academic year. Building on *Envision*, a 2013 campus strategic plan, and the 2017 Strategic Academic Plan, *Leading the Change* is a shared vision that aligns with the university's overarching goals, including enhancing student success, expanding research impact, fostering inclusivity, and improving operational efficiency, sustainability, and resilience. The process was carried out under the guidance of a steering committee and through the efforts of subcommittees to explore five thematic areas, each with dedicated committees involving diverse stakeholders from the campus community.

### **Unparalleled Undergraduate Student Education and Experience**

The Unparalleled Undergraduate Student Education and Experience committee explored opportunities to enhance the undergraduate learning environment, create innovative pedagogical approaches, support co-curricular activities and experiential learning, and ensure that students feel a sense of belonging while on campus.

This group identified the following goals:

- Establish college electives
- Develop a co-curricular record
- Expand undergraduate experiential learning opportunities
- Create living rooms across campus to promote interaction and community

### **Envisioning Graduate Education for the Future**

The Envisioning Graduate Education for the Future committee focused on opportunities to enhance support structures for graduate students, foster interdisciplinary research collaborations, and promote professional development opportunities to prepare students for diverse career pathways.

This group identified the following goals:

- Improve funding and support for graduate student success
- Foster inclusive excellence in graduate education
- Strengthen existing and develop new graduate programs in strategic areas
- Elevate and enhance support for graduate students





### **Distinction in Research, Scholarly and Creative Activities**

The Distinction in Research, Scholarly and Creative Activities committee emphasized the university's commitment to cutting-edge research and creative scholarship. It focused on recommendations to increase support for the university's research enterprise, enhance opportunities for faculty and researchers to carry out their work, and find ways to better incorporate UC Santa Cruz's values and strengths into our many and varied intellectual contributions.

This group identified the following goals:

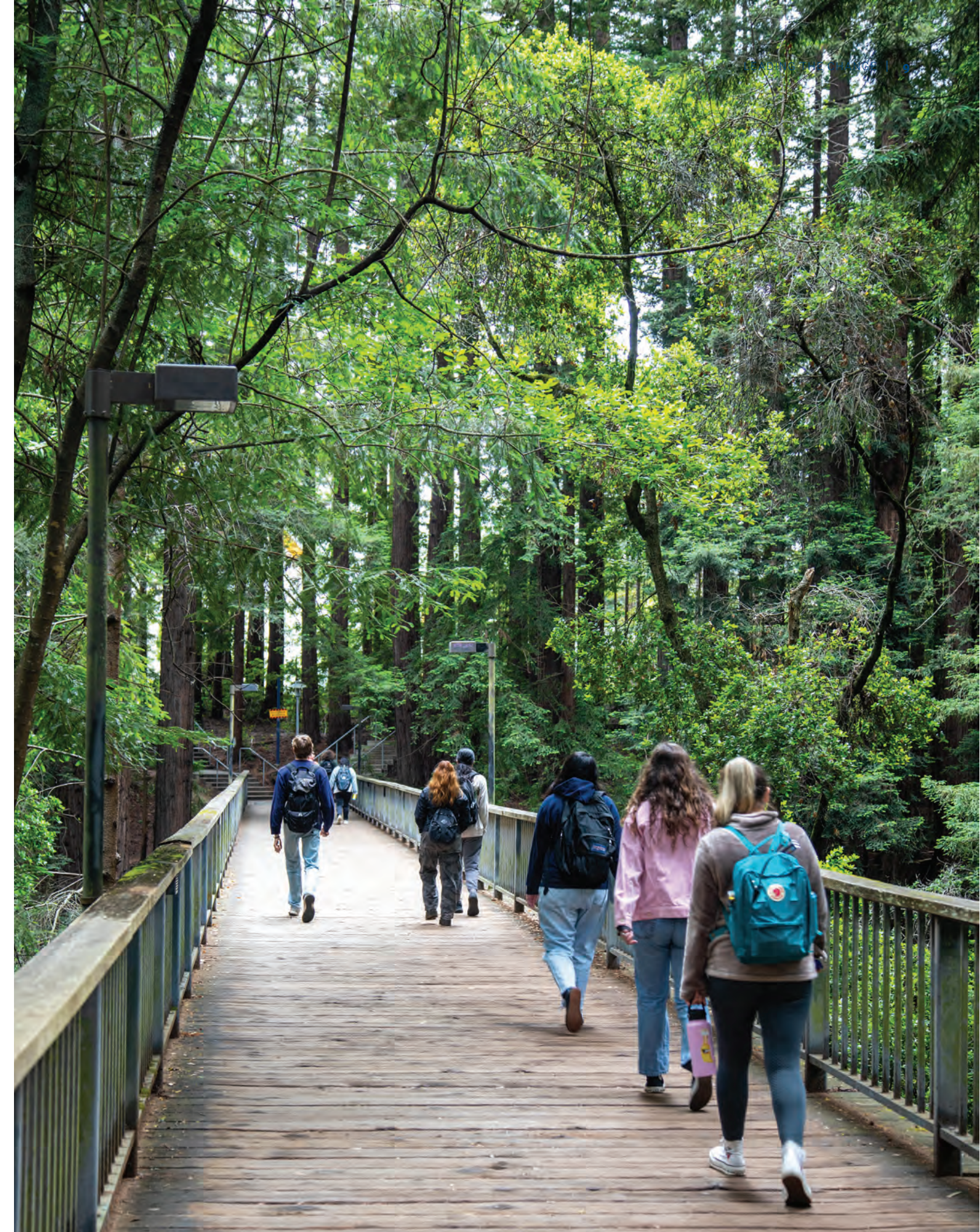
- Establish and develop areas of excellence
- Incentivize extramural funding and interdisciplinary research
- Support the physical research infrastructure
- Attract and retain faculty, staff, and students
- Rethink what counts in merit review and how research is evaluated

### **Inclusive and Thriving Campus Community**

The Inclusive and Thriving Campus Community committee recommended strategies to improve diversity and equity, enhance the inclusivity of our campus climate, and strengthen community engagement through dialogue, education, and advocacy.

This group identified the following goals:

- Improve faculty and staff hiring and review
- Inventory, integrate, and embed DEI into the campus culture



- Develop DEI learning pathways and integrate accountability frameworks
- Address barriers to retention for marginalized faculty, staff, and students
- Support opportunities to connect university members to one another and the wider community

## **Climate Change, Sustainability, and Resilience**

The work of the Climate Change, Sustainability, and Resilience committee reflects the university's dedication to addressing environmental challenges. The committee recommended that the campus implement sustainable practices, advance climate change research, and integrate sustainability principles into the fabric of campus operations and curriculum. This group identified the following goals:

- Build communities of care
- Decarbonize UC Santa Cruz
- Steward the water and land
- Advance a circular economy
- Teach students about climate change
- Advance sustainability and climate change research
- Forge relationships with Indigenous communities

Throughout the strategic planning process and when working across these themes, the committees engaged with the campus community, gathering feedback and issuing interim reports. This collective effort identified specific goals, recommendations, and metrics within each thematic area, forming the foundation of the strategic plan.

The successful implementation of this strategic plan will require collaboration, investment, and dedication from all stakeholders. By advancing student success, expanding research impact, fostering inclusivity, and promoting sustainability, UC Santa Cruz will continue to excel as a global research university, contributing to transformative change in society. The strategic plan sets the stage for the university's continued growth and impact in the years to come, solidifying our position as a leader in higher education. ■



## Steering committee members

**Cynthia Larive**, Chancellor, co-chair

**Lori Kletzer**, Campus Provost and Executive Vice Chancellor, co-chair

**Jasmine Alinder**, Dean of Humanities, Convener of Divisional Deans, Professor of History

**Akirah Bradley-Armstrong**, Vice Chancellor Student Affairs and Success

**Peter Biehl**, Vice Provost and Dean of Graduate Studies

**Mark Delos Reyes Davis**, Vice Chancellor University Relations

**Jennifer Derr**, Associate Professor of History, Founding Director, Center for the Middle East and North Africa

**Elida Erickson**, Sustainability Director

**Anna Finn**, Associate Chancellor and Chief of Staff

**Patty Gallagher**, Professor, Theatre Arts, Academic Senate Chair

**Jimmy Gomez**, SUA President for Internal Affairs

**Matthew Guthaus**, Professor of Computer Science, Associate Dean of Graduate Studies, Baskin School of Engineering

**Scott Hernandez-Jason**, Assistant Vice Chancellor, Communications & Marketing

**Sikina Jinnah**, Professor of Environmental Studies

**Sean Keilen**, Professor of Literature, Provost of Porter College and Chair of the Council of College Provosts

**Paul Koch**, Dean, Physical & Biological Sciences, Distinguished Professor of Earth and Planetary Sciences

**Sri Kurniawan**, Professor of Computational Media

**John MacMillan**, Vice Chancellor Research, Professor of Chemistry and Biochemistry

**Tomas Ocampo**, GSA President

**Celine Parreñas Shimizu**, Dean of Arts, Distinguished Professor, Film & Digital Media

**Anju Reejsinghani**, Vice Chancellor for Diversity, Equity and Inclusion

**Katie Ritchey**, Psychology Graduate Advisor, Staff Advisory Board Chair

**Beth Shapiro**, Professor of Ecology and Evolutionary Biology, Director of Evolutionary Genomics

**Jennifer Maytorena Taylor**, Professor, Film and Digital Media, Faculty Director, Social Documentation Lab

### Staff support

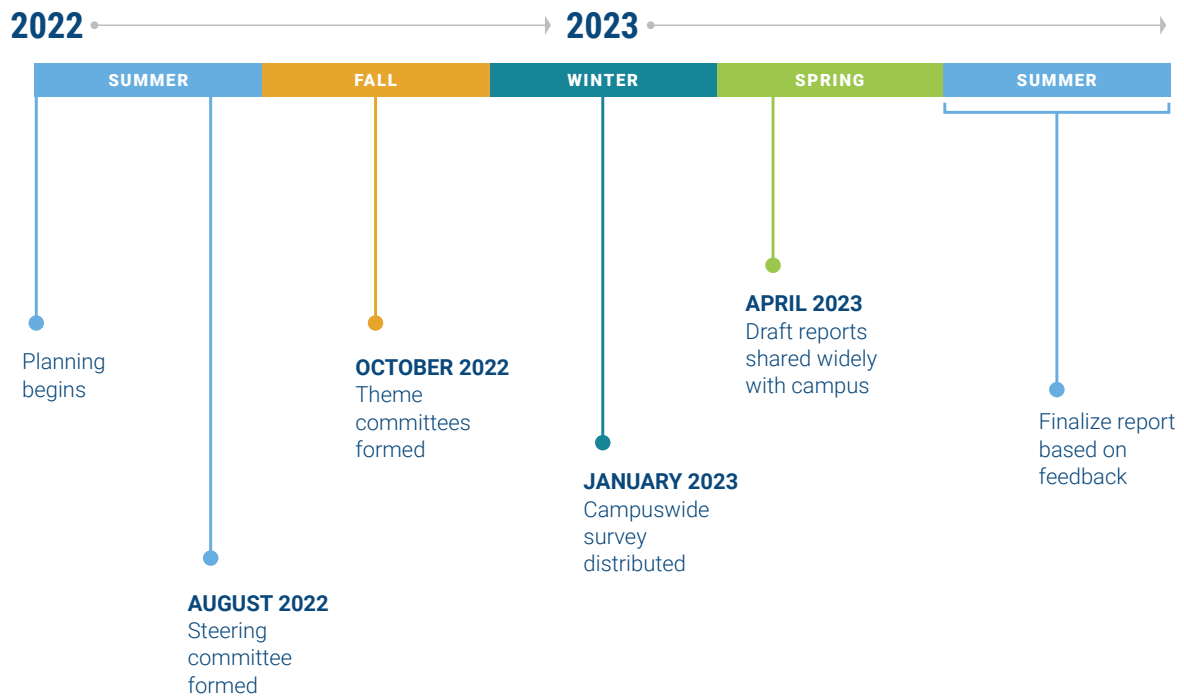
**Christina Armstrong**, Special Advisor and Director of Strategic Initiatives

**Jennifer Baszile**, Associate Chancellor for Strategic Initiatives and Educational Partnerships

**Matthew Mednick**, Senate Executive Director



# Timeline



# UNPARALLELED UNDERGRADUATE STUDENT EDUCATION AND EXPERIENCE

## Committee members

**Akirah Bradley-Armstrong**, Vice Chancellor,  
Student Affairs and Success, co-chair

**Sean Keilen**, Professor of Literature, Provost  
of Porter College and Chair of the Council  
of College Provosts, co-chair

**Elizabeth Abrams**, Provost, Merrill College

**Peter Alvaro**, Associate Professor, Computer  
Science and Engineering

**Alex Belisario**, Executive Director, College  
Student Life & Senior Director, College  
Student Life—Crown and Merrill Colleges

**Nandini Bhattacharya**, Associate Director of  
Teaching, Teaching and Learning Center

**micha cárdenas**, Associate Chair and  
Associate Professor of Performance, Play  
and Design; Associate Professor Critical  
Race and Ethnic Studies

**Melanie Douglas**, Deputy Chief Information  
Officer and Associate Vice Chancellor,  
Technology & Services

**Judith Estrada**, Assistant Vice Chancellor,  
Office for Diversity, Equity, and Inclusion

**Sheila Garcia Mazari**, Online Learning  
Librarian

**Madison Hassler**, Graduate student  
representative

**Richard Hughey**, Vice Provost and Dean  
of Undergraduate Education and Global  
Engagement

**Marshall Ibanez**, Undergraduate student  
representative

**Courtnie Prather**, Associate Director of  
Athletics and Recreation, Senior Woman  
Administrator and Physical Education

**Molly Sims**, Executive Director of  
Development

**Stacey Sketo-Rosener**, Assistant Vice Provost  
for Undergraduate Advising

**David Smith**, Professor, Physics

**Ebonée Williams**, Associate Vice Chancellor  
for Student Success and Equity

**Daniel Wirls**, Professor, Politics

## Staff support

**Lucy Rojas**, Assistant Vice Chancellor and  
Chief of Staff, Student Affairs and Success

## COMMITTEE CHARGE

We aspire to be the campus of choice for students seeking an extraordinary education and a holistic experience that provides opportunities for critical thinking, creativity, exploration, and preparation to achieve their life goals. Toward this end, the committee was tasked with creating opportunities for faculty, staff, and students to discuss how the campus should approach undergraduate education and the student experience over the next decade.

The committee considered the following as part of its recommendations:

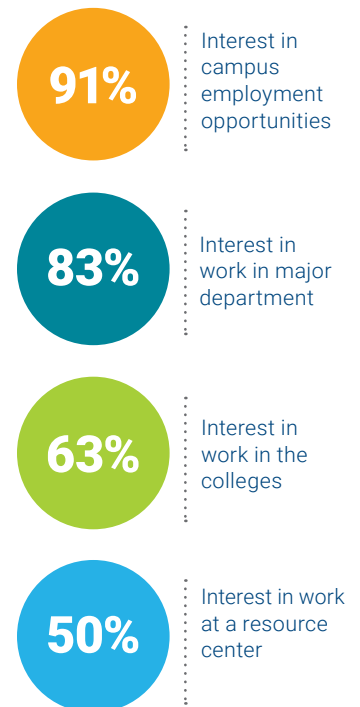
- Identifying the roles of the colleges in enhancing the student experience.
- Offering housing options that best support student success.
- Providing major and general education curricular options that offer clear pathways and flexibility for exploration and also prepare students for a successful future.
- Creating new and emerging structures and services to support student identity, development, well-being, sense of belonging, and community. These structures and services should consider the different support needs of traditional first-time, transfer, non-domestic, and underrepresented students.
- Enhancing opportunities that will strengthen and complement the intellectual experience outside the classroom with co-curricular experiences (e.g., service learning, internships, research opportunities, leadership development, clubs and organizations, athletics and recreation, and campus employment).

## Goals

### GOAL 1 ◀ Establish college electives

Establish a curriculum of elective courses in the colleges that builds upon the program learning outcomes of the Academic Literacy Curriculum, aligns with the Student Success Initiative and the Boyer 2030 Commission's Report, and fosters the competencies for career readiness published by the National Association of Colleges and Employers (NACE).

## Undergraduate interest in campus employment opportunities



The vast majority (91%) of undergraduate students are interested in opportunities for employment on campus. Most (83%) are interested in working with staff or faculty in their major department, 63% with staff and/or faculty at colleges, and nearly half at student resource centers.\*

\*All infographic data is from the Leading the Change Survey (2023). The survey can be viewed at [strategicplan.ucsc.edu](https://strategicplan.ucsc.edu).



WiSE



WOMEN IN  
SCIENCES AND  
ENGINEERING



<https://site>

This goal is intended to empower students to make good decisions about their education beyond their majors and to make college affiliation a more meaningful experience beyond the first year for all students. The proposed curriculum would provide credit-bearing learning opportunities in areas such as civic engagement and leadership, entrepreneurship, environmental responsibility, financial independence, health and well-being, legal literacy, professional communication, public speaking, and professional ethics (and/or similar areas). The end result would be Senate-approved certificates at each college or across colleges.

Creating certificates in the colleges would give the curriculum an intellectual focus and coherence that is normal for academic departments and programs where students pursue majors and minors. Like the colleges, disciplinary divisions could also develop certificates, either for themselves or in partnership with other divisions and the colleges. The new, grant-funded Humanizing Technologies certificate program in the Humanities Division illustrates what might be gained from divisional certificates.

### Metrics

- Establish a planning committee that includes the Vice Provost and Dean of Undergraduate Education, representatives from the Council of Provosts, the Colleges Academic Program Policy Analyst, representatives of the Office of Campus Advising Coordination, Associate Deans from the Academic Divisions, representatives from academic departments, Career Success, and Senior Directors of College Student Life to determine what topics are optimal for certificates; what changes to existing elective curriculum and co-curricular programming in the colleges are necessary; and how to facilitate Senate approval for the certificates and their inclusion on the official transcript.
- Organize the launch of certificate programs in three or four colleges per year with the goal of establishing one certificate at each college by fall 2026.
- Work with Institutional Research Assessment and Policy Studies (IRAPS) to design an assessment of the new certificates on a three-to five-year cycle.
- Create an annual “unparalleled student experience” survey that includes questions regarding this goal to measure the impact on student success.

### Undergraduate interest in elective courses for co-curricular experiences



At least half of students across colleges were interested in elective courses if their colleges offered them on topics such as personal finance, career readiness, and health and wellness.



- Develop a mechanism to measure the number of students engaged with and completing each certificate. This may include a survey that is administered to alumni who complete certificates to evaluate the impact of the certificates on student success one or two years after graduation.

## **GOAL 2** ◀ **Develop a co-curricular record**

**Establish a co-curricular record to increase the visibility of, and provide structure for, educational activities beyond credit-bearing courses.**

Many colleges and universities have taken up co-curricular records (CCR) as a mechanism of supporting and recognizing student engagement outside the classroom. A campuswide CCR will help students shape their engagement with UCSC and make their education their own. The CCR would be the glue that binds together scattered opportunities into coherent structures through which students can navigate their way to their goals. Adoption of a CCR would involve coordination and communication across many offices and programs, developing co-curricular pathways, and advising and encouraging students to make the most of their selected choices.

Having an agreed-upon set of learning outcomes for the entire campus, promoted by faculty and staff in all units, would unite us around common goals for student success. A CCR might focus on experiential learning related to the National Association of Colleges and Employers (NACE) Career Readiness Competencies for students. UCSC may wish to consider the inclusion of the co-curricular record in the permanent record, although to begin with, a non-permanent record, supported by careful guidance throughout every student's academic journey, could transform the university's educational environment.

### **Metrics**

- Establish a committee of representatives from the following areas that includes the Vice Provost and Dean of Undergraduate Education, the University Registrar, the Council of Provosts, the Colleges Academic Program Policy Analyst, representatives of the Office of Campus Advising Coordination, and the Division of Student Affairs and Success to design and implement a co-curricular record in alignment with the Student Success

Initiative and the range of competencies to inform the colleges' elective curriculum by academic year 2025.

- Make an inventory of what would qualify currently as experiential education.
- Create an annual “unparalleled student experience” survey that includes questions regarding this goal to measure the impact on student success.
- Identify UCSC core competencies and areas for recognition.
- Develop a method by which students will submit their activities for inclusion in the CCR.
- Assess the level of participation of students in the co-curricular record process.

### **GOAL 3** Expand undergraduate experiential learning opportunities

Ensure that every undergraduate student graduates from UCSC having participated in experiential learning by creating more opportunities for students to engage in experiential learning through internships, individual research work with faculty, practicums, field study, and service learning.

When students participate in experiential education opportunities, they gain a broader view of the world, an appreciation of community, and insights into their own skills, interests, passions, and values. They also gain a better and more enduring understanding of course learning objectives by applying what they have learned in the classroom in a practical setting. Experiential learning engages students' emotions and enhances their knowledge and skills.

Engaging in experiential learning helps students develop critical thinking and interpersonal skills through hands-on experience and prepares them professionally for future careers. Based on the feedback collected by the committee, it is clear that students, staff, and faculty want to see more opportunities for students to engage in experiential learning through internships, individual research work with faculty, practicums, field study, and service learning. It's important to note that experiential learning should not be a requirement, but rather a pillar of the undergraduate student experience that is reinforced consistently throughout each student's time at UCSC.

#### **Metrics**

- Establish a steering committee to develop a conceptual framework for integrating experiential learning as a core campus goal, not a graduation requirement. The conceptual framework will include a plan that includes who will be involved in integration, communication, promotion, and student support.

## Friendships impact on undergraduates



.....

About **3 in 4** students said that friendships formed in their college had a positive or very positive impact on their social and academic experiences at UCSC.

- Develop strategies for recognizing faculty mentorship of undergraduates engaged in research and creative activities.
- Deepen existing partnerships with the Silicon Valley Campus to ensure that students have increased access to internship opportunities throughout Bay Area companies and organizations, and develop corporate sponsorships and relationships that will benefit the breadth of experiential learning opportunities that are available for students.
- Hire a dedicated full-time employee to be housed within Career Success or Undergraduate Education to lead this work.
- Develop a culture around experiential learning. The target would be that every student in the class of 2028 would graduate having had an experiential learning experience.
- Create an annual “unparalleled student experience” survey that includes questions regarding this goal to measure the impact on student success.
- Originate a process for drawing data from co-curricular records, to assist with understanding trends among experiential learning, and to help inform future resource investment.

## GOAL 4 ◀ Create living rooms across campus to promote interaction and community

Create true living rooms throughout the campus, which would include the renovation of the Bay Tree Building; the development of commuter lounges at the main campus, Coastal Science Campus, and Silicon Valley Campus; and the creation of more eateries, lounges/program spaces, and study spaces for students.

We want students to feel a sense of belonging while on the UCSC campuses. This goal would provide gathering spaces in the form of true living rooms and commuter lounges and ensure that these spaces, including the sidewalks, bike lanes, and pathways that lead to them, are physically accessible to all. The commuter lounges could serve as programming spaces to bring students together socially and also be locations where staff from departments like Counseling & Psychological Services (CAPS), Slug Support, Academic Advising, Career Success, or Services for Transfer and Re-entry Students (STARS) would hold office hours to bring critical services to students where they are.







Photo: Damien Stoffel

The concept of inclusive, intentionally planned, and dynamic spaces will support a sense of belonging on campus. An initiative is already underway to renovate the Bay Tree Building, and a goal of this project is to create a living room for the campus, with open areas for gathering, increased flow between the three floors of the building, and flexible space that can be used for student programming. Students have expressed that there are no central places where they can work comfortably, get a good bite to eat, and connect. For example, nearly two-thirds — 62% — of the students surveyed responded that a commuter lounge would make a positive difference for students; 50% of staff respondents said the same.

### Metrics

- Develop a campuswide initiative involving Capital Planning & Space Management, the Colleges, the Division of Student Affairs and Success (DSAS), the Coastal Science Campus, the Silicon Valley Campus, and many others to implement this goal. This work would be conducted in collaboration with the University Space Committee.
- Complete a space audit to identify potential spaces and develop programming plans to design spaces and operational plans to inform how spaces would be managed and sustained.
- Ensure that students are informed at every step of the implementation process.
- Allocate budget for appropriate student space projects.
- Provide a central location on the DSAS website that lists these spaces for new students and helps with engagement by student support offices.
- Create an annual “unparalleled student experience” survey that includes questions regarding this goal to measure the impact on student success. ■



# ENVISIONING GRADUATE EDUCATION FOR THE FUTURE

## Committee members

**Peter Biehl**, Vice Provost and Dean of Graduate Studies and Professor of Anthropology, co-chair

**Matthew Guthaus**, Professor of Computer Science and Associate Dean of Graduate Studies, Baskin School of Engineering, co-chair

**Stephanie Casher**, Assistant Dean of Graduate Studies

**Michael Chemers**, Associate Professor, Dramatic Literature

**Hao Deng**, Undergraduate student representative

**Betty Desta**, Slug Support Manager

**Kendra Dority**, Director for Graduate Student and Postdoc Professional Development, The Teaching and Learning Center

**Becky George**, Assistant Vice Provost of Global Engagement and Senior International Officer

**Qi Gong**, Professor, Applied Mathematics

**Stephanie Herrera**, Ph.D. Candidate in Electrical Engineering, Treasurer of the Graduate Student Association

**Grace Kistler-Fair**, Molecular, Cell, & Developmental Biology Department Assistant Department Manager

**Steve McKay**, Associate Professor, Sociology

**Audrey Morrow**, Ph.D. Candidate in Psychology, Treasurer of Graduate Student Commons

**Natasha Pedroza**, Chief Development Officer, UC Observatories

**Juan Poblete**, Professor, Literature

**Enrico Ramirez-Ruiz**, Professor, Astronomy and Astrophysics

**Sara Sanchez**, GANAS Graduate Program Director, HSI Initiatives

**Magy Seif el-Nasr**, Professor, Computational Media

**Grace Yun**, Ph.D. Candidate in Literature, Graduate student representative

## Staff support

**Rachel Neuman**, Director of Graduate Student Life

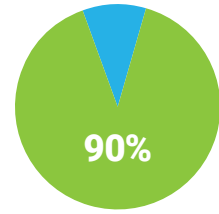
## COMMITTEE CHARGE

We value graduate education as an integral component of our mission and seek to provide our graduate students with instruction, research, and professional development opportunities to help them prepare for rewarding lives and making important contributions to society. The committee was tasked with creating opportunities for faculty, staff, and students to discuss how the campus should approach graduate education over the next decade.

The committee considered the following as part of its recommendations:

- Recruit excellent and diverse graduate students and provide them with a transformative education based on academic program outcomes that prepare them for future success.
- Improve student success and inclusive excellence (retention, time-to-degree, placement) through a more planned and purposeful 5/2-year funding commitment.
- Provide programs and opportunities for professional development so that graduate students can achieve their career aspirations.
- Support, develop, and enhance opportunities for graduate research, scholarship, and creative expression.
- Build and support a welcoming, respectful, strong, diverse, and resilient graduate community.
- Foster innovation in graduate education, especially in supporting existing and creating new interdisciplinary programs, delivering courses and programs in a wide range of modalities, and extending educational opportunities to non-traditional learners.
- Elevate and enhance support for graduate students on- and off-campus.

## Graduate student career support



The vast majority of graduate students (nearly 90%) indicated being interested in exploring careers outside of academia.

The two **most popular opportunities** selected by students were:



1. Having access to networks of UCSC alumni who are employed outside of academia (e.g., mentor programs, panels, and workshops)



2. Internships on- and off-campus



## Goals

### **GOAL 1** ◀ **Improve funding and support for graduate student success**

Recruit excellent and diverse graduate students and provide them with a transformative education based on academic program outcomes that prepare them for future success. Improve student success and inclusive excellence (retention, time to degree, placement) through a more planned and purposeful 5/2 funding commitment. Support, develop, and enhance opportunities for graduate research, scholarship, and creative expression. Provide programs and opportunities for professional development so that graduate students can achieve their career aspirations.

Advancing graduate student success is our guiding principle for envisioning graduate education in the future. The strategic shift from graduate growth to a focus on graduate student success will require prioritizing graduate programs and students and directing resources to enable graduate students to thrive academically, professionally, and personally. We need to involve the whole campus community in a data-driven graduate student success approach of student engagement and positive outcomes, such as time to degree, graduation rates, and placement, to achieve our goal of inclusive excellence in graduate education.

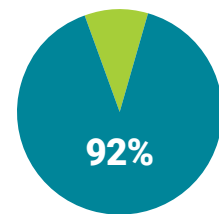
Need-based competitive summer support and research support are crucial for graduate student success. Financial support is intertwined with a broader enhancement of mentorship and

career and professional development (e.g., training in writing proposals for extramural research support, divisional curricular interventions, and financial support for scholarly travel for conferences, meetings, and professional development activities) at the department, academic division, and graduate division level. In collaboration with the programs, the Academic Senate, and the Career Center, we plan to develop a continuing and sequenced professional and career development. The Graduate Division will function as a hub for incentivizing and administering Individualized Development Plans (IDP) as a framework for trainee-initiated reflection, goal setting during their academic careers, and productive mentoring conversations in career planning, leading to a reassessment of program learning outcomes (PLO) related to professionalization. Following other successful examples in the UC and other R1 graduate divisions, we need to prioritize fundraising for graduate student fellowships, particularly for students who are underrepresented in higher education or undocumented. In addition, developing a process to engage UCSC graduate student alumni will enhance career awareness and development for our current graduate students. Establishing regional chapters and engagement programming for international graduate students would also help build a powerful mentorship network with graduate alumni.

Beyond funding, we must provide comprehensive 360-degree student-centric services to students throughout their academic journey, ensuring that they receive the guidance and resources they need to succeed, ranging from pre-enrollment (recruitment and admission), enrollment through graduation, and post-graduation success. Enhanced central and departmental services can help students navigate the admissions process, providing assistance with applications, financial aid, and recruitment. Mentoring programs can provide one-on-one guidance from experienced faculty or staff members, helping students to develop academic and professional skills and offering guidance on career paths and opportunities. Professional development services such as workshops, seminars, professional travel, and other resources should be provided to help students develop the skills and knowledge they need to excel in their chosen fields. Together, these services provide a student-centric and holistic approach to supporting graduate students, helping them to achieve their academic and career goals.

Our goal is to provide our doctoral students with full 5-year support packages, including increased fellowship and need-based summer support, as well as incentives to increase external GSR support, which are essential components of funding graduate student success.

### Barriers to timely program completion



Most **(92%) doctoral students** indicated having experienced some barriers to completing their program requirements on time.

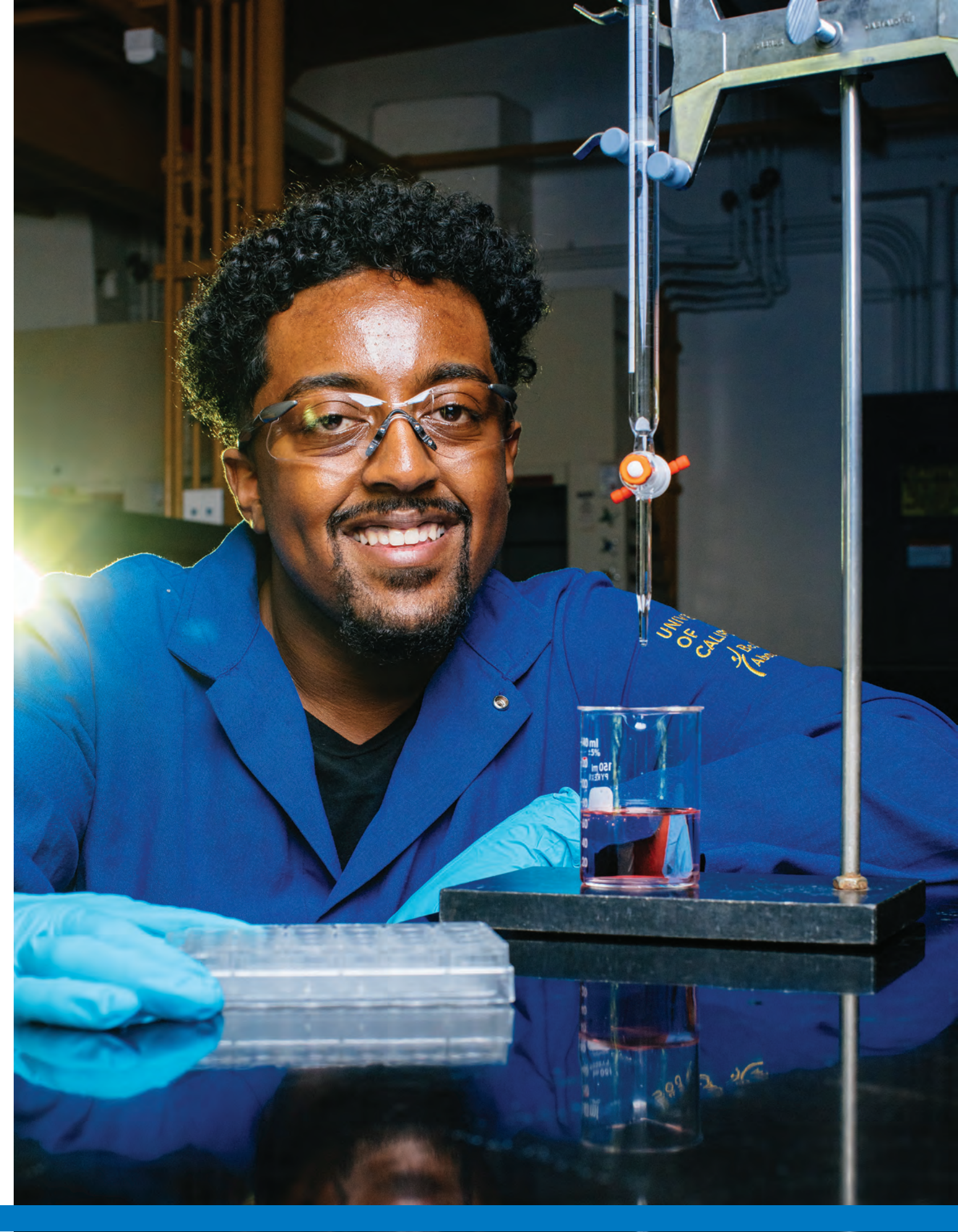


The lack of affordable housing has been identified as the **number one barrier**; 92% of doctoral students want an increase in the housing supplement.

## Metrics

- Continue the five-year funding commitment for Ph.D. students and the two-year commitment for MFA students; increase the number and percentage of students receiving multi-year fellowships and the number and percentage of students receiving summer funding.
- Increase the number of program inquiries for each future class and the number of applications completed; analyze data on the percentage of applications started but not completed (application melt); diversify demographics of students submitting applications; and increase yield rate.
- Improve degree completion, time to degree, and mentoring programs; analyze graduate student enrollment and degrees awarded, student-faculty ratio, and student placement.
- Update and improve administrative and service initiatives (e.g., academic probation, annual graduate student reviews, degree conferral schedule, onboarding and payment of international students, etc.); increase the number of policies co-written and/or supported by the Graduate Division; increase the number of new program support initiatives and incentive structures.
- Increase the number of students and student satisfaction with new professional and career development programs in the Graduate Division; increase the number of new programs in academic divisions and departments (credit and non-credit bearing), and the number and percentage of students utilizing these programs; analyze the correlation of increase in programs and placement of students, and the number of and student satisfaction with new internship and entrepreneurship programs (e.g., in Silicon Valley as part of an A2I network/accelerate to industry).
- Increase the number and percentage of students utilizing services in Student Life, Graduate Division, and Slug Support, and the number and percentage of students attending events and special initiatives; analyze the number and goal achievement of new events/initiatives focused on well-being, open/click rates on student email campaigns, and web analytics for student web campaigns.
- Increase the number of endowed programs, fellowships, and alumni mentorships; launch communication/awareness campaigns and web analytics for website campaigns; increase the number/size of graduate alumni network and domestic and international alumni chapters, the number and percentage of participants of alumni events, and the number of sponsorships for Graduate Division signature events (i.e., Grad Slam, Research Symposium, Distinguished Alumni Award, and new distinguished graduate student awards).





**GOAL 2** ◀ **Foster inclusive excellence in graduate education**

**Build and support a welcoming, respectful, strong, diverse, and resilient graduate community.**

The Graduate Division is committed to recruiting, enrolling, supporting, mentoring, and graduating a diverse student body reflecting the cultural and ethnic diversity of our state and nation. Achieving this goal requires the Graduate Division and campus to identify and address structural and cultural barriers that prevent graduate students from earning an advanced degree.

We need to foster a culture of staff development and diversity, equity, and inclusion (DEI) training across Graduate Studies. We must ensure that staff have the necessary management skills and cultural competency and provide training in holistic admissions. The creation of DEI Recruitment Advisory Committees will ensure that diverse perspectives and voices are included in the assessment of applicants and bring diversity and inclusive excellence into recruitment practices. The Graduate Division should support the development of its staff and foster an environment where every person feels responsible for advancing diversity and inclusion excellence.

Graduate programs must improve representation among faculty, researchers, staff, and graduate students. Improved representation requires an increased emphasis on recruiting, training, incentives, and recognition of extra (often unpaid) work done by many campus colleagues in pursuit of DEI objectives. DEI in graduate programs supports the DEI initiative in undergraduate programs, as there are well-known, positive benefits from increased representation at every level, and helping our undergraduate students to thrive, get research experience, and see examples of successful graduate students can be life-changing and provide important practical opportunities.

Lastly, we need to establish programming to support DEI efforts at the program level and establish a DEI Innovation Fund to enhance DEI programming and support for faculty/programs supporting and mentoring underrepresented students.

**Metrics**

- Measure the demographics of applicants, interviewees, admitted graduate students, and those completing degrees. Monitor demographic changes in the graduate student population statistics, including gender, race, ethnicity, country of origin, and age. Evaluate the proportion of the graduate student body participating in courses and programs offered through DEI initiatives at the graduate division, academic division, and department level, and the number of courses and programs, including online.
- Increase staff hiring, training participation rates, advancement, sense of belonging, and satisfaction rates.
- Reduce the number of hate, bias, and microaggression incidents involving graduate students as reflected in the campus bias reporting and measures of belonging and validation within the biennial graduate student survey.





### **GOAL 3** Strengthen existing and develop new graduate programs in strategic areas

Foster innovation in graduate education, especially in supporting existing and creating new programs, delivering courses and programs in a wide range of modalities, and extending educational opportunities to non-traditional learners.

There are two distinct and important strategic goals: re-envisioning and strengthening current graduate programs, and creating new graduate programs. The need for re-envisioning an existing graduate program could depend on changes in fields, student interest, external funding, and other factors outside our control. We have an existing review process for graduate programs, and this should be leveraged to help identify how our current programs could be more successful. Options for changing and strengthening existing programs include redefining scope and goals or combining with other programs (e.g., joint degrees with CSUs), in some cases making programs broader or more interdisciplinary. In addition, we should consider whether existing programs need to add or remove degrees or modify degree modalities.

The campus could also consider developing new graduate programs, though these should be carefully researched and targeted to ensure sufficient student demand and resources to sustain the program. As feasible, external fundraising to support the launch of new graduate programs could support their establishment and trajectory.

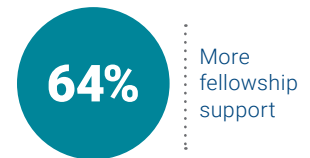
Whether for existing programs or new programs, degree modalities must be selected in the context of what makes the most sense in terms of the curriculum and programmatic goals.

As the primary obstacle to graduate education at UCSC remains the lack of affordable housing, any vision for creating new degree-granting programs must take this into account. The second most present challenge that graduate education faces, not just at UCSC but everywhere, is that the traditional pathways from graduate school into the academy have diminished in many fields. Therefore, appetite is growing for graduate education that re-envision the kind of training that students receive to equip them realistically to work in professions that are not academia. This is especially true in STEM, where alternative and often more attractive and lucrative career paths (vs. academia) have emerged over the past several decades, leading to the relative diminishing of academic paths being taken.

However, from the perspective of a research university, we must not identify the goals of expanding our graduate offerings exclusively to the market's demands. Instead, we should explore the emerging space of credentialing for graduate students (e.g., designated emphasis programs; certificate programs; micro-credentials; digital badges). The campus should also explore the development of additional master's programs (also in conjunction with pathway programs), specifically professional master's degrees, that could be completed online wholly or in part, and the evolution of Ph.D. programs toward whole or partial completion online.

This plan will impact individual disciplines in different ways – not all disciplines can offer graduate programs that can be completed wholly or partially online. However, the generation of more online professional master's programs will have the dual effect of reducing the density of graduate students in Santa Cruz while simultaneously generating income that could be used to offset housing costs for resident students, particularly those studying in disciplines that cannot be completed wholly or partially online. We propose exploring the viability of offering more hybrid or fully online professional master's programs and more half-time, low-residency programs. Finally, we wish to call attention to the inordinate amount of time required to process new program applications. In the interest of expanding UCSC's graduate offerings, the new program development process should be streamlined and resources dedicated to assisting program designers, including course buyouts and guidance from the Teaching and Learning Center, as an example.

### Where support is needed



The **majority of doctoral students** indicated a lack of financial support, with funding support during the summer as the top priority (82%), followed by fellowship support for their first-year experience (64%).



Photo: West Cliff Creative

## Metrics

- Assess financial sustainability; identify administrative barriers for new program proposals and develop with Graduate Council best practices to streamline the program proposal process (including interdisciplinary programs); incentivize faculty to create new programs; provide market analysis for new programs (especially professional Master's Programs); increase the number of programs submitted for planning or approval; analyze the proportion of the student body who participate in courses; increase the number of innovative programs and courses involving non-traditional course delivery methods (variety of modality options: in-person, online, hybrid, low-residency); increase the number of students enrolled in courses; increase the number of faculty teaching courses.
- Establish joint degrees with CSUs and possibly international universities (HSRU/Latin America); increase the number of departments involved and the number of enrolled students; analyze retention, graduation, time to degree, advancement to candidacy, degree completion, and placement data for new programs.
- Analyze the development of new credentials; monitor diversity characteristics of graduate students achieving the new credentials; analyze data on time to degree and job placement and the new credentials.

## **GOAL 4** ◀ **Elevate and enhance support for graduate students**

Elevate and enhance support for students on- and off-campus, including affordable housing, transportation, and basic needs support.

Several initiatives have been undertaken in recent years geared toward alleviating financial and housing-related burdens faced by graduate students, including the annual housing supplement for MFA and Ph.D. students, relocation supplements for incoming Ph.D. and MFA students, and the temporary Housing Assistance Fund (award matching program with Slug Support) through the Graduate Division. UCSC students also have access to free legal consultation through a San Jose–based law firm for support with off-campus tenancy-related legal concerns. To address the current gap between graduate student financial resources and costs of basic needs and assist in data-driven planning, the Graduate Cost of Attendance and Living (GCOAL) Calculator should be updated annually and used to provide information for decision-making. Similarly, indexing the annual housing supplement for MFA and Ph.D. students to the GCOAL, and indexing the rental rates of campus Graduate Student and Family Housing to 30% of graduate student household income, could help with the lack of affordable housing for graduate students.

These initiatives will support progress toward mitigating the housing-related financial burden our graduate students face and ensuring that every graduate student can meet their basic needs.

### Where support is needed



**Healthcare and childcare for dependents** was an important priority for 38% of doctoral students.

In order to achieve the transportation needs of graduate students, it is essential to incorporate a range of transportation options and leverage data to ensure that the transportation system is meeting the unique needs of graduate students. This could involve collaboration between the university, local government, and private partners to identify and implement sustainable transportation solutions that are affordable, accessible, and reliable.

By conducting a thorough analysis of the current transportation system and assessing the transportation needs of graduate students, we can develop targeted interventions that address specific gaps and challenges. Furthermore, by incorporating feedback mechanisms and regularly assessing the effectiveness of transportation initiatives, we can make data-driven decisions to continuously improve the transportation system for graduate students. By adopting a strategic approach, we can create a transportation system that not only meets the needs of graduate students but also supports their academic success and contributes to the overall sustainability of the community.

The University of California defines basic needs as the minimum resources necessary to holistically support all students in their daily lives. It is an ecosystem that supports financial stability by ensuring equitable access to nutritious and sufficient food; safe, secure, and adequate housing (to sleep, study, cook, and shower); healthcare to promote sustained mental and physical well-being; affordable transportation; resources for personal hygiene care; and emergency needs for students with dependents.

Slug Support provides emergency/hardship funding for graduate students; support with immediate basic needs gaps, including temporary emergency housing; and access to grocery gift cards and meal swipes. A large portion of the emergency funding has been allocated toward gaps for housing costs. Funding for Slug Support emergency awards is non-permanent and is supplemented by donations, which can impact and limit the capacity of the program to provide support for students. Historically, graduate students have faced difficulty accessing CalFresh due to a lack of nuanced understanding of graduate student income by the County. Additionally, the Redwood Free Market (food pantry) has increased distribution days to five days a week, with a dedicated distribution date for graduate students.

Through the implementation of the recommendations listed below, the university can continue to build on our efforts to help reduce the





financial burden and stress that graduate students face, improve student well-being and the graduate student experience, facilitate a sense of belonging, and create an environment that fosters inclusive academic excellence.

### **Metrics**

- Reframe the graduate student survey to include questions related to Slug Support and basic needs.
- Conduct a feedback survey of available university graduate student housing options and an on-campus graduate student housing analysis.
- Solicit feedback from graduate students to see if unforeseen emergency needs are being met via a Slug Support survey.
- Review financial data from Slug Support and the Graduate Division to highlight how many graduate students were assisted during the academic year. ■

# DISTINCTION IN RESEARCH, SCHOLARLY AND CREATIVE ACTIVITIES

## Committee members

**Jasmine Alinder**, Dean of Humanities and Professor of History, co-chair

**Paul Koch**, Dean, Physical & Biological Sciences and Distinguished Professor of Earth and Planetary Sciences, co-chair

**Mike Beck**, Director of the Center for Coastal Climate Resilience, Institute of Marine Sciences & AXA Chair in Coastal Resilience

**Heather Bell**, Director, Research Development

**Elizabeth Cowell**, University Librarian

**Zonglin Di**, Graduate student representative

**Daniel Halpern-DeVries**, Undergraduate student representative

**Dee Hibbert-Jones**, Professor of Art (Sculpture / Public Art) and Associate Dean of Research for Exhibition and Engagement, Arts

**Todd Lowe**, Professor and Associate Dean for Research, Baskin Engineering

**Mark Massoud**, Professor, Politics and Legal Studies

**Priya Mehta**, Associate Vice Chancellor, Development

**Jennifer Parker**, Professor of Art, Founding Director of UCSC OpenLab

**Irena Polić**, Managing Director, The Humanities Institute

**Connie Rockosi**, Professor, Astronomy and Astrophysics

**Ryan Sharp**, Assistant Vice Chancellor, Innovation and Business Engagement

**Gina Athena Ulysse**, Professor, Feminist Studies, Senate Committee on Research representative

**Alexander Wolf**, Dean, Baskin Engineering

## Staff support

**Derek DeMarco**, Department Manager, Chemistry and Biochemistry

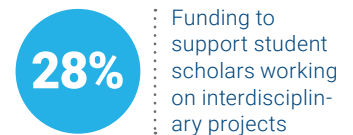
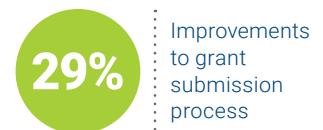
## COMMITTEE CHARGE

We are a campus of extraordinary scholars, scientists, and creators who individually and collectively advance work that matters. By identifying areas of distinction, we can better highlight our discoveries, tell our stories, and plan to extend our reach into new or emerging areas. The committee was tasked with creating opportunities for faculty, staff, and students to discuss how the campus should approach achieving even greater distinction in research, scholarship, and creative activities over the next decade.

The committee considered the following as part of its recommendations:

- Identifying the current cross-cutting themes and areas of research, scholarship, and creative work that distinguish UCSC.
- Determining new or emerging areas of research, scholarship, and creative work that the campus should consider for investment; provide a rationale and indicate how each area would support the UCSC mission.
- Confirming existing barriers to be removed and additional infrastructure needed to support current research strengths and to develop new and emerging areas. These might include major instrumentation, power stability, library and computational resources, staff, space, and housing.
- Proposing approaches to provide greater internal recognition of faculty contributions in research, scholarship, and creative work, especially in collaborative, interdisciplinary, public-facing, and community-engaged research, with attention to reducing identity/cultural taxation and acknowledging invisible labor.
- Identifying how faculty, students, and researchers can be better supported as they engage the community in research and outreach.
- Providing better support to faculty, students, and researchers throughout the external funding process, from proposal development to implementation.
- Suggesting how we can better leverage the assets of our international partnerships and relationships with federal and state agencies,

## Improvements that will benefit UCSC research and creative work



Almost half of **Senate faculty** (46%) said that improvements to funding for faculty course buyouts to work on proposals would be the most beneficial to their research or creative work, followed by greater access to seed funding at different scales (37%), improvements in the process for submitting grants (29%), and funding to support undergraduate, predoctoral, and postdoctoral scholars working on interdisciplinary projects (28%).



multi-campus research collaborations, and our networked campus (main campus, Westside Research Park, Coastal Campus, Scotts Valley Center, Silicon Valley Campus, MBEST, and the Natural Reserve System).

- Finding ways we can better highlight our discoveries and creative work and tell our stories to raise our profile as a distinct and distinguished research university and MSI.
- Proposing mechanisms to conduct larger campus conversations and action plans to ensure an inclusive campus community, recommend clearer pathways to support those experiencing non-inclusive behaviors, and hold each community member accountable to our values in the face of ruptures.
- Improving communication flows at departmental, divisional, and campus levels on the importance of contributions to diversity, equity and inclusion, and inclusive teaching, especially concerning the transparency of their value in the merit review process.

## Goals

### **GOAL 1** Establish and develop areas of excellence

Build on our shared values to identify areas of research strength that should be preserved and leveraged, as well as emerging areas for faculty and staff investments.

The campus should identify, cultivate, and support established and emerging areas of research excellence—areas that would lead faculty, students, and staff to choose UCSC for their careers and education and attract funders to invest in our vision. Those areas of excellence should emerge from a deliberative process involving faculty, students, staff, and key outside constituencies. Concrete and credible examples should back the areas identified. Beyond surfacing those strengths, the process should be designed to build broad recognition and support.

Our campus vision is to lead at the intersection of social justice and innovation, including a growing commitment to community-engaged scholarship, embracing our status as a minority-serving institution, and maintaining our long-standing commitment to environmental stewardship and justice and our ability to generate scholarship that shapes and creates new fields of study. That vision, and the research it generated, led to our election in 2019 to the Association of American Universities (AAU, composed of the leading research universities in North America) and the systemwide investment in the campus to promote climate resilience. While the charge had bullets requesting that the subcommittee identify areas of strength and emerging themes, we lacked comparative institutional data or the time, staffing, or campus engagement needed to do a deep, inwardly focused assessment. With our shared vision in mind, the campus should try different approaches to evaluate our existing research programs. These approaches would include short-term work to quickly identify broad areas to invest in research growth and longer-term revisions to the external review process that would look at all



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**A third of the Senate faculty** would like to see the removal of structural barriers to interdisciplinary (especially interdivisional) research and creative activities.

our research programs, ensuring that we retain the excellence that led to our AAU membership and are also able to support additional areas of excellence. The approaches should also build on ideas in the 2018 Strategic Academic Plan and aspirations that have arisen since that time to formulate a strategy for sustaining and growing our research profile in the next decade.

### Metrics

- Provide specific examples of shared strengths and areas of established or potential research excellence.
- Create campus understanding and acceptance of these shared areas, assessed through polling and survey data.
- Conduct polling or surveying to determine if our perceived strengths are recognized as such by key outside constituencies.
- Offer a list of core research areas in which the campus will make strategic investments over the next decade.
- Implement plans for those areas that consider structures for support and coordination; identify leaders, champions, and partners; value strategies to raise the visibility of programs internally and externally; guide allocation of resources; and identify new funding opportunities.
- Execute a revised approach to external reviews of research that takes a more data-driven and externally comparative approach to assess our aspirations, strengths, and weaknesses, and that includes more frequent follow-ups for evaluating progress.

## **GOAL 2** Incentivize extramural funding and interdisciplinary research

Advance our mission, values, and strengths by removing barriers and investing in institutional structures, facilities, staff, and faculty in ways that incentivize extramural funding and bolster interdisciplinary, community-engaged, and center-scale work.

While there have been substantial changes and improvements to our research support system since the Envision process in 2013–14 highlighted pressing needs, stakeholders reported that significant burdens



remain. On the pre-award side, even with more grant writers in the Office of Research and other units, stakeholders still felt under-supported, especially for large, complex proposals. They wanted more streamlined ways to submit proposals and pull together matching support and greater assistance with the mechanics of proposal assembly. Post-award there were many comments about difficulties with procurement, reimbursement, and Institutional Review Board reviews. The struggles impacting research accounting and reporting, especially following the transition to UC Path, were highlighted by STEM faculty. And administrative requirements for research continue to grow in response to federal and state policy. A common refrain from our stakeholder feedback was the erosion of time for research due to the increased demands on faculty/researcher time (more on this below). And stakeholders noted that all these issues were exacerbated when funding and supporting interdisciplinary work.

Our subcommittee and stakeholders identified five ways to address this constellation of issues. Overall, stakeholders felt the campus offers too little staff support for seeking and administering research awards, pushing this work onto administrative staff paid-off grants (if available and allowable) or more often, to faculty, researchers, postdocs, and graduate students. These management issues become more complex when the work crosses department or divisional lines. We need additional staff trained in grant submission and management and staff to assist with the purchasing, hiring, and other expenditures of research funds. In addition, staff retention was viewed as a large issue. Staff move positions within the campus to get an appreciable increase in salary. And salaries are often higher at other UCs, so staff move away after the campus has invested in their training. High internal turnover and staff loss reduce the effectiveness of our already slim research staff. Staff need clear paths to advance in their positions so they are retained longer, making their motivation to move more related to career aspirations and less to financial considerations.

Streamlining processes and internal policies to increase overall efficiency while effectively mitigating critical risks to researchers and the university is also essential. While substantial progress has been made in some of the areas identified in the relatively recent National Council of University Research Administrators (NCURA) report, reviewing it for additional points of potential efficiency and staffing recommendations would also be useful. We understand that a review of research accounting and reporting is planned for 2023–24, and it would be ideal if it resulted in shared research budgeting systems and practices that more easily support work that crosses disciplines. Finally, stakeholders believed that our processes needed to increase equitable access to seed funds at multiple levels and across the divisions to help initiate impactful projects and supply bridge funds to sustain graduate student researchers (GSRs) and project scientists during limited gaps in external funding.

Given the minimal support for research at the department level, stakeholders viewed institutes and centers as crucial to meeting our research aspirations, especially in relation to interdisciplinary work. Very few of our institutes and well-established centers fit neatly under the domain of a single department. Institutes and centers differ widely in their structure and resources. But in aggregate, they offer a suite of essential services to the faculty, students,





and researchers working in their intellectual domains – research development, support with project management at various scales, specialized facilities, assistance with events, and more. Ideally, institutes and centers would function as more than the sum of their affiliated faculty and researchers. While the system for establishing and reviewing institutes has been formalized, centers have no analogous formal structure. Stakeholders and the subcommittee believe we need guidelines for the establishment, review, and sunseting of centers and that for both institutes and centers, we need clearer models for allocating resources, including director compensation, staff support, space, programming, initiatives, and development.

Many stakeholders focused on approaches to spur inter- and transdisciplinary research and work that is community engaged, both via external funding and through more robust internal systems of support. Many of the structural changes suggested above could have disproportionate impacts on this type of research, for example, through transparent systems to support institutes and centers or more similar research accounting and management practices across divisions. There were more focused suggestions, including hiring staff to be placed with Campus + Community dedicated to facilitating community engagement consistent with best practices and UCSC values, along with seed funding to develop and promote community-engaged research.

Finally, stakeholders noted that the time spent in the classroom at UCSC is higher than at other UCs or comparable R1 universities. With default 5-unit courses (equivalent in contact time to a semester) but annual teaching loads similar to other quarter schools with default 3- or 4-unit classes (where two-semester equivalents of contact are spread over three quarters), over-teaching at UCSC can have a major impact on faculty time. For example, when comparing faculty with an annual three-course load, UCSC faculty will have 20 hours more podium time

per year than faculty at UCLA, equivalent to almost an entire additional UCLA course. If UCSC faculty spend much more time in the classroom than faculty at other R1 universities, they have less time for the other work they need to do. Undoubtedly, this structural over-teaching contributes to the campus having one of the highest student-to-faculty ratios in the system. It likely contributes to our struggles with student success. And to the charge of our subcommittee, it could negatively impact research productivity and faculty's ability to successfully land extramural funding. The campus should strongly consider adjusting its teaching load to match other R1 universities in the UC system and beyond.

### Metrics

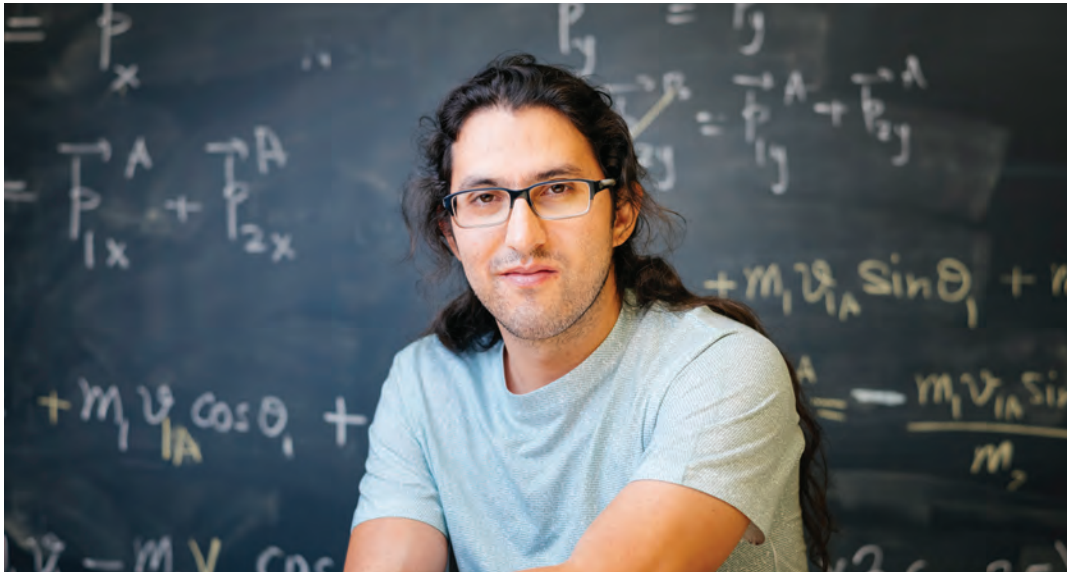
- Investigate how the ratio and composition of research support staff at UCSC compares with that at peer institutions and make targeted investments in staff and track the associated increase in research productivity.
- Follow improvements to processes for submitting and managing grants, both through added staff and new enterprise systems, and deploy systems to monitor the overall workload and efficiency of these changes with respect to staff and faculty time.
- Address equity issues, better manage Staff and Academic Human Resources to reduce incentives for repeated lateral moves, and track the duration of staff occupancy in critical research support positions.
- Develop a formal system for establishing, reviewing, and sunseting centers and transparent models for funding institutes and centers.
- Support regular meetings of institute and center directors to share best practices and facilitate engagement. Examples include building on models of existing institutes and centers, working with local venues and organizations, and leveraging off-campus UCSC spaces to host community events and research activities.
- Establish a seed funding process to build and grow collaborations across disciplines and divisions, particularly supporting identified areas of excellence. In addition, implement a central system that makes finding collaborators easier and establishing a bridge funding process to decrease the proportion of GSRs and project scientists who have breaks in support.
- Increase extramural funding in key areas, such as significant awards with multiple principal investigators, interdisciplinary awards of all sizes, community-engaged research projects, graduate training grants, and federal and foundation support for undergraduate student research.
- Consider comparable teaching loads and student-to-faculty ratios (by discipline) to other similar R1s and UCs.



### **GOAL 3** Support the physical research infrastructure

Address the facilities, power, and computational constraints that limit the potential growth of research and creative work, and create and maintain spaces for the exchange of ideas to promote research collaboration.

Concerns about space were raised universally by all stakeholders, both for working and living. It is impossible to discuss the future of the campus and not hear about the housing crisis and how it impacts all members of the campus community. Stakeholders repeatedly cited the need for more functional space to conduct excellent research and creative work. They questioned how we could expand our faculty ranks when office and lab space are already close to capacity. Deferred maintenance was also cited as having an adverse effect on research and the ability to attract and retain excellent faculty. The campus needs to evaluate the current use and condition of existing research and creative spaces, as well as future needs, inclusive of storage. That would include reviewing the accessibility and additional uses of developed land, Westside Research Park, Monterey Bay Education, Science and Technology Center (MBEST), and the Silicon Valley Campus, and options to further leverage partner facilities (e.g., NOAA).



Reliable power and increased computational resources are also critical to productivity, the continued strength of high-profile programs, the growth of emerging areas of excellence, and risk mitigation. Frequent power interruptions were cited repeatedly as highly disruptive to research and costly in terms of lost time, lost samples, and damaged equipment. Both students and faculty noted that broadband coverage could be more consistent across campus, including in areas where research and training activities might be expected to take place, also curbing productivity. Information Technology Services should identify gaps in network coverage and strength and bring all spaces where research and training activities might reasonably occur up to National Telecommunications and Information Administration broadband standards or better. The campus needs increased access to supercomputing capabilities and secure data storage. Finally, higher-speed network connections on- and off-campus are required, especially with greater reliance on colocation and the cloud. Before implementing these changes, we should consider leveraging the Climate Change, Sustainability and Resilience Committee (CCSRC) recommendations to prioritize and plan.

Informal and interdisciplinary interactions are a hallmark of the campus's founding as a different kind of UC. Stakeholder meetings revealed that faculty want to interact with one another, but that isolation — especially since the pandemic — and the campus's space challenges have conspired to limit the informal interactions that build research excellence. A solution would be to create spaces (ideally with food) that foster transdisciplinary research exchange, including casual spaces that encourage serendipitous meetups where faculty and students can talk over food. This would also draw faculty to campus areas outside of their offices and labs. These spaces are needed year-round. In addition, there was a desire for more substantial and dedicated conference facilities to hold more events that would emerge from informal collaborations and to hire staff to support events beyond existing research centers.

## Metrics

- Produce a research space plan that evaluates our current state and what is needed for the next decade and beyond, with recommendations for renovation/renewal or new facilities at our distributed campus sites.
- Decrease the overall number of power interruptions, particularly to resources at high risk for negative impacts. Seek improvement in coverage, as well as a seamless transfer to auxiliary systems when power is interrupted.
- Increase access to supercomputing capabilities and secure data storage, improving network availability, stability, and speed.
- Align these and other changes with CCSRC recommendations and those in the Decarbonization and Electrification task force report and risk assessments and incorporate them into plans to improve physical research infrastructure.
- Task a Senate Committee analyst (e.g., COR or CFW) with checking each year to ensure that an operating café or other establishment with food and tables is available in every campus area.
- Request that departments and divisions use funds to incentivize faculty to meet with colleagues to encourage collaboration and mentoring.
- Measure progress through central support to divisions and departments specifically earmarked for team teaching within and across departments/divisions. To build research excellence, the call should describe how the team-taught course would contribute to new, collaborative research (including on pedagogy) by the instructors.
- Establish more dedicated and staff-supported facilities on and off the main campus to host larger conferences with breakout areas.

## **GOAL 4** ◀ **Attract and retain faculty, staff, and students**

**Increase the successful recruitment and retention of a diverse community of excellent faculty, staff, and students.**

Diversity, equity, and inclusion as drivers of research excellence were repeatedly highlighted in stakeholder meetings. Participants noted that while the diversity of the student body and upper administration has grown, representation among Senate faculty needs to catch up. The planned Faculty 100 hires over the next 10 years provide an opportunity to remedy the gap. The campus should support and incentivize the hiring of UC President's Postdoctoral Fellows. Other recommendations made by the Inclusive and Thriving Campus Community Committee

(ITCC) should aid in attracting and retaining diverse talent. Stakeholder feedback also indicated that housing affordability remains a major barrier in attracting and retaining the excellent faculty, staff, postdocs, and students on which the research enterprise depends. Financing and planning to enable the renovation and building of additional housing facilities on UCSC properties will remain critical, as will working with local leaders to advocate for programs and policies that support off-campus access.

### Metrics

- Increase UCSC housing units available for staff, faculty, and students.
- Reduce the proportion of UCSC renters who are severely rent-burdened or living in overcrowded housing.
- Decrease the difference between the average starting salary percentile of UCSC and UC campuses with comparable costs of living.
- Expand how well the Senate faculty reflects the diversity of California.
- Track staff retention and advancement by job type, job series, and where they are in the campus organization. Identify who will do the tracking, perhaps a Senate committee analyst or SHR.

### **GOAL 5** Rethink what counts in merit review and how research is evaluated

UCSC takes a maximal approach to merit review. We should envision a simpler practice. Based on stakeholder feedback, we recommend that the merit review process be rethought, revised, and streamlined. At the same time, we must ensure that faculty are rewarded for new forms of research, risk-taking, and their contributions to DEI.

Aligned with the campus goal of increased efficiency, we should find ways to reduce the time spent on merit reviews. Faculty members, departments, Academic Human Resources, deans, the Committee on Academic Personnel, the Academic Personnel Office, and the Campus Provost and Executive Vice Chancellor's office spend considerable time crafting and reviewing merit review files. A more efficient and straightforward practice would reduce workload while we maintain transparency and ensure equitable salary increases. Merit reviews should also incentivize risk-taking in research and acknowledge how taxing it is to try to be outstanding in all three areas at every review (as incentivized by our current Special Salary Practice [SSP]). We want researchers who will take their fields in new directions. The current merit review process, however, disincentivizes risk-taking. We should change that to reward strong attempts.



ABOLITION. FEMINISM. NOW. DAVID PERI, HEINERICH RICHIE

Schooling in Capitalist America Samuel Bowles and Herbert Gintis

JENNIFER... VIEWS OF THE SOCIAL

GRAZYNA SKAPSKA FROM CIVIL SOCIETY TO EUROPE

DAVID SCIULLI ETZIONI'S CRITICAL FUNCTIONALISM

THOMAS SCHEFFER ADVERSARIAL CASE-MAKING AN ETHNOGRAPHY OF ENGLISH CROWN

LEONARDO MORLINO & GIANLUIGI PALOMBELLA (Eds.) RULE OF LAW AND DEMOCRACY

THOMAS SCHEFFER AND JÖRG NIEWÖHNER (Eds.) WHICH COMPARISON REVIVING THE ETHNOGRAPHY

IMTIAZ HUSSAIN AFGHANISTAN, IRAQ AND POST-GOVERNANCE: DAMOCLEAN

ALFONSO BORA & HEIKO HAUSENDORF DEMOCRATIC TRANSGRESSION: GOVERNING TECHNOLOGY THROUGH PUBLIC PARTICIPATION

DEMOCRATIC ELITISM: NEW TH





In addition, our campus should build on efforts already underway to acknowledge a broad definition of research, including community-engaged, public, and digital scholarship. With the September 2022 memo from the Committee on Academic Personnel and the Campus Provost and Executive Vice Chancellor, our campus is moving to understand research more capaciously than in the past. However, survey data revealed that there remains the belief that public-facing work is undervalued as research. In addition, a broader consideration of research should take into account scholarly activity that happens at the interaction of research, teaching, and service.

Finally, we need to credit and clarify expectations around contributions to diversity, equity, and inclusion (DEI). Stakeholder feedback revealed that faculty and reviewers need clarification about standards and recognition for DEI contributions to research and other categories. For faculty engaging in invisible labor, which is often DEI-related, we need a mechanism to recognize, alleviate, and compensate for that labor, which usually has a direct impact on research productivity. Some of this work contributes to faculty backing up at Associate Professor Step 4. Consider bringing back Associate Professor Step 5 and/or hiring at lower entry steps with higher off-scale components, as other UCs do. Transitioning to appointing new faculty at lower steps (with higher off-scales) is another option to slow the time toward reaching barrier steps.

### **Metrics**

- Ask for guidance from the Senate, including a review of the current merit review process, an analysis of the impact of the Special Salary Practice, and an analysis of faculty salary equity programs. Compare our process with other UCs, across UCSC departments and what we've done in the past (including the "short-form merits").
- Pull together the recommendations dispersed across years of memos from the Committee on Academic Personnel and the Campus Provost and Executive Vice Chancellor, making them easier to access and keep track of. Move some to CAPM.
- Increase the number of merit reviews with outstanding research contributions based on public-facing scholarship and the number of successful promotion cases that feature public-facing scholarship.
- Raise salaries for Associate Professors at the barrier step and decrease time at Associate Professor Step 4.
- Request guidance from the Committee on Diversity, Equity, and Inclusion (CODEI) on the clarification of expectations around DEI contributions. Future faculty surveys should show a decrease in uncompensated, invisible labor. ■

# INCLUSIVE AND THRIVING CAMPUS COMMUNITY

## Committee members

**Celine Parreñas Shimizu**, Dean of Arts and Distinguished Professor, Film and Digital Media, co-chair

**Anju Reejhsinghani**, Vice Chancellor, Diversity, Equity and Inclusion, co-chair

**Shiva Abbaszadeh**, Associate Professor, Electrical and Computer Engineering

**Needhi Bhalla**, Associate Professor, Molecular, Cell, and Developmental Biology, and Science Faculty Equity Advocate

**Jessica Bulleri**, Campus Wellness Program Manager, Risk Services

**Álvaro Cárdenas**, Associate Professor, Computer Science and Engineering

**Colette Chiriqui Grey**, Manager, Talent Acquisition

**Grace Peña Delgado**, Associate Professor, History

**Angel Dominguez**, Graduate Services Counselor, Student Achievement and Equity Innovation

**Patty Gallagher**, Professor, Theatre Arts, and Arts Faculty Equity Advocate

**Marcella Gomez**, Associate Professor, Applied Mathematics and Associate Dean for Diversity, Equity and Inclusion, Baskin Engineering

**Adrienne Harrell**, Executive Director, UCSC Foundation

**Karlton Hester**, Professor, Music, Director of Digital Art and New Media, Director of Jazz Studies, and Associate Dean for Diversity, Equity and Inclusion, Arts

**Christine Hong**, Chair of Critical Race and Ethnic Studies, director of the Center for Racial Justice at UC Santa Cruz, and Associate Professor of Literature

**Nancy Kim**, Executive Director, Resource Centers, Student Affairs and Success

**John Jota Leañes**, Professor, Film and Digital Media and Arts Faculty Equity Advocate

**Herbie Lee**, Vice Provost for Academic Affairs and Professor of Statistics

**Heather Lefebvre**, Human Resources Manager, ITS-Resource Planning and Management

**Yat Li**, Professor, Chemistry and Biochemistry

**Judit Moschkovich**, Professor, Education and Associate Dean for Diversity, Equity and Inclusion, Social Sciences

**Psi Padhya**, Undergraduate student representative

**Ravi Rajan**, Professor, Environmental Studies

**Ana Christina Ravelo**, Distinguished Professor, Ocean Sciences, and Associate Dean for Diversity, Equity and Inclusion, Physical and Biological Sciences

**Lenora Willis**, Executive Director for African, Black, Caribbean Student Success

## Staff support

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## COMMITTEE CHARGE

We seek to embed principles of diversity, equity, and inclusion because we aspire to extraordinary outcomes in research, scholarship and creative activities, teaching, and other related pursuits. Excellence can only be achieved when the members of our campus community feel respected, valued, and welcomed. The committee was tasked with creating opportunities for faculty, staff, and students to discuss how the campus should approach improving the diversity, equity, and inclusivity of our campus as reflected in its overall climate over the next decade.

The committee considered the following as part of its recommendations:

- Evaluating and learning from our UC peers, CSUs, community colleges, and other public education institutions in California and nationwide.
- Inventorying the emerging campus ecosystem of units and leaders for equity, belonging, and inclusion, including the Office for Diversity, Equity and Inclusion (ODEI); Equity and Equal Protection; Academic Personnel Office; Hate/Bias Response Team; and the newly re-established Ombuds Office, and propose recommendations to address real and perceived institutional, programmatic, and other equity-related gaps as well as cultures of exclusion.
- Taking stock of the Diversity, Equity and Inclusion (DEI) committees, positions, leaders, and other initiatives (including grant-funded) developed outside central campus offices, including evaluating their effectiveness and recommending how to leverage, amplify, and support this work.
- Reviewing current required and optional DEI-related training for students, faculty instructors, teaching assistants, and other academic and non-academic staff and making recommendations for improvements and needed resources.
- Recommending best practices to improve diversity (in all its facets) in faculty, staff, and student hiring in consultation with the Vice Provost of Academic Affairs, Faculty Equity Advocates, and Staff Human Resources, among others.



When asked what **strategies UC Santa Cruz should focus on** to become a more inclusive and welcoming place for students, the top priorities were:

1. Helping low-income and minoritized students access community resources
2. Expanding on-campus mental health services
3. Making the campus more inclusive and welcoming for students with disabilities
4. Making the campus more inclusive and welcoming for students of color
5. Providing additional academic advising services



- Proposing mechanisms to conduct larger campus conversations and action plans to ensure an inclusive campus community, recommend clearer pathways to support those experiencing non-inclusive behaviors, and hold each community member accountable to our values in the face of ruptures.
- Improving communication flows at departmental, divisional, and campus levels on the importance of contributions to diversity, equity and inclusion, and inclusive teaching, especially concerning the transparency of their value in the merit review process.

## Goals

### **GOAL 1** ◀ **Improve faculty and staff hiring and review**

Improve the hiring practices for faculty, staff, and students to align with research-based best practices for inclusion and fairness. Improve review/appraisal practices for faculty and staff to be more equitable, transparent, and consistent across time and settings, and, in particular, to improve how contributions to diversity, equity, and inclusion are documented, assessed, and recognized.

Transparency, expert mentoring, and staff support before, during, and after the review/appraisal process are important for building a long-lasting culture that values inclusion, fairness, diversity, and equity.

There are many research-based approaches for improving inclusive faculty hiring. A top priority is improved training for search committees and department faculty in discussing, trying out, and implementing such methods. The current processes for faculty hiring already center on contributions to diversity, equity, and inclusion. The Faculty Equity Advocates are working on the next generation of fair hiring training materials and should be supported in that effort.

For faculty reviews, some areas for exploration are:

- How teaching inclusivity is documented, assessed, and recognized (perhaps using department-developed rubrics or revising rubrics available from the Teaching and Learning Center)
- Documenting, including, and assessing DEI contributions in teaching, service, or research



> 50%

More than half of undergraduate students, graduate students, staff, and faculty who responded to our survey believe the campus should recruit and retain **more faculty of color**.

- Expanding definitions of research productivity to include community-engaged, digital, or public scholarship, and practitioner-oriented publications
- Addressing whether contributions to diversity are a separate fourth category or are integrated into the assessment of each of three current categories (i.e., research, teaching, service)
- Addressing how the different categories (whether 3 or 4) are weighted

The campus Fair Hiring Guide provides information and resources for staff hiring, and there is an online training module and a systemwide Implicit Bias Series. However, these are not required. Search committees would benefit from additional support and a requirement to complete the training module and bias series every two years. The campus should explore creating a Staff Equity Advocate program akin to Faculty Equity Advocates.

For staff reviews, campus guidance needs to be developed on the inclusion of contributions to DEI. Training should also be developed to help supervisors include and effectively evaluate these contributions.

In alignment with research-based best practices, another recommendation that benefits faculty and staff hiring is dedicating central funds for campuswide prepaid advertising to create a pool of applicants that reflects the diversity of applicants' fields. All jobs would automatically be posted to predefined venues with the purpose of enhancing strategies to increase diversity equitably across campus.

Because the student hiring process is extremely decentralized, it is difficult to influence that process. Training materials and guidelines might be better distributed, and additional resources may be required for outreach and distribution. In particular, faculty may need more support and training to learn best practices for hiring students. Successful hires can depend on helping the students develop a sense of belonging. The Career Success Supervision Toolkit provides resources for mentoring student employees. It may be helpful to explore the creation of a staff position to work with faculty and staff during the hiring process to improve inclusive and fair practices for student recruitment and hiring.

### **Metrics**

- Ensure that hiring and review/appraisal guidelines are aligned with the campus vision and that DEI contributions are included in hiring and reviews/appraisals. Consider adding "contributions to DEI" as a standalone fourth category in faculty review.
- Use and build on research-based best practices, including relying on our staff, faculty, and other experts. Expand definitions of "research" and "scholarship," and abide by the credo, "Nothing about us without us." For example, moving from a culture that "accommodates" disability and chronic illness to one that incorporates access into every aspect of the university experience.



- Supply written materials and make them easily accessible and searchable. Provide multiple opportunities and settings for discussion (e.g., scenarios, small groups, long-term study groups, reflection, and self-improvement) and develop sufficient resources (e.g., funding, time, staffing, organizational support, professional facilitation, and consultation with the Academic Personnel Office and Staff Human Resources).
- Consider establishing a Staff Equity Advocate Program akin to the Faculty Equity Advocate Program, and dedicate central funds for advertising positions to a diverse applicant pool.
- Regularly revisit and assess how the improvement process moves forward.

## **GOAL 2** ◀ **Inventory, integrate, and embed DEI into the campus culture**

Establish clear goals and expected outcomes and improve transparency, clarity, and alignment of DEI expectations and opportunities. Bolster ODEI and divisional DEI roles and offices, growing their capacity to collaborate with campus partners and serve as a nexus for campuswide and divisional DEI efforts, respectively. Propose mechanisms to conduct more extensive campus conversations and action plans to ensure an inclusive campus community, recommend clearer pathways to support those experiencing non-inclusive behaviors, and hold each community member accountable to our values in the face of ruptures.

UCSC should develop a tool for gathering and assessing information about DEI efforts in academic and non-academic units with the assistance of the Academic Senate, Staff Advisory

Board (SAB), Graduate Student Association (GSA), and Student Union Assembly (SUA). Given the sheer volume of work that has been conducted but only sometimes shared widely, we need to develop more concerted coordination among ODEI, Institutional Research, Assessment, and Policy Studies (IRAPS), and other entities on campus seeking to do data gathering, analysis, and communication in the DEI space. Additionally, we support expanding DEI data gathering and analytical capacity to expand collaboration across campus in the DEI research and planning space.

The Chancellor's empowerment of the ODEI with the hiring of our first Vice Chancellor of DEI, the new Associate Vice Chancellor of Equity and Equal Protection, and the new University



Ombuds, elevates the importance of these needed units and prioritizes belonging on campus. Additionally, the Academic Personnel Office, Hate/Bias Response Team, and Behavioral Intervention Team (BIT) of the Office of Risk and Safety Services address real and perceived institutional, programmatic, and other equity-related gaps and cultures of exclusion. These offices should be fully staffed to avoid delays in responding to compliance needs and addressing climate concerns.

Additionally, we should consider connecting our Principles of Community to campus policies to go beyond compliance when developing strategies to improve our climate.

As members of our community, we must be able to trust in our protocols, processes, and systems for addressing any issues of discrimination, harassment, assault, or campus climate. Trust in our systems is enabled in our community's learning that problems are being addressed, solutions enacted, and trends identified to improve our processes and protocols. Behaviors that do not rise to policy violations should nonetheless be tracked in how they contribute to a hostile working environment, including where there are frequent occurrences by the same person. The need for Counseling and Psychological Services (CAPS) to support students who engage with the reporting process is critical to recognize so that they may be well-resourced in addressing DEI issues on campus. To ensure confidentiality while modeling transparency, there should be proactive communication around policies and procedures to assure communities affected by complaints and grievances that disciplinary and other investigatory actions have taken place.





## Metrics

- Build on existing efforts to gather and assess data in the DEI space and inventory existing resources on campus. Develop a DEI inventory with the assistance of SUA, GSA, SHR, and Academic Senate.
- Fully staff ODEI, EEP, Ombuds, APO, Hate/Bias, and BIT and build collaboration among these units and others.
- Document the entire ecosystem of DEI activities on ODEI's website to serve as a way for campus members to contact organizers or stakeholders based on search parameters.
- Embrace transparency whenever possible without violating the confidentiality of our processes. Regularly report the work of compliance offices so that our community knows that problems are being addressed expertly and in a reasonable time frame.
- Tackle the "culture of avoidance" that currently characterizes conflict management processes when there is inadequate trust in institutional decision-making. Track behaviors that contribute to hostile work environments even when they are not at the level of policy violations.

- Expand mental health resources for faculty, staff, and students. Building on the Behavioral Intervention Team (BIT), Campus Safety Community Advisory Board (CAB), and Counseling and Psychological Services (CAPS), create an ecosystem of care and community response that addresses the individual and collective impacts of ongoing inequities.

### **GOAL 3** ◀ **Develop DEI learning pathways and integrate accountability frameworks**

Develop a comprehensive metric to track and assess DEI programs. Create more cohort-based learning pathways with reasonable time to completion and appropriate scheduling. Scaffold learning opportunities to entail growth and avoid U.S.-centric perspectives. Ensure that sufficient resources and incentives exist for developing, assessing, and participating in learning opportunities.

UCSC's current DEI professional development resources are growing but remain scattered and primarily optional in nature outside of the hiring context. The university should consider using a comprehensive metric to better track and assess DEI progress over time. Identifying appropriate metrics for each campus population should be informed by their respective policies and DEI best practices and documented with clear and transparent goals.

At present, students are the only group with mandatory DEI training. We Are Slugs! is an online asynchronous training for incoming students. Additional learning opportunities for both undergraduate and graduate students are available from F.R.E.D. (Facilitators for Race and Ethnic Diversity), currently funded and sustained through the African American Resource and Cultural Center by annual funding requests to the Student Fee Advisory Committee Call for Funding Proposals; and from LinkedIn Learning.

There is no required DEI training for all staff, though hiring search committee members are required to complete the online Managing Implicit Bias series required of faculty members serving on search committees.

Feedback indicates that one-off workshops such as these are not viable solutions. For several years, ODEI has provided the Diversity & Inclusion Certificate Program (DICP) to faculty and staff members. While interest in the program remains high, the time to completion is up to two years, and courses are scheduled at inconvenient times for faculty. Additionally, participants must complete the same introductory courses regardless of prior academic or professional experience. (The program is on pause in 2023–24 as ODEI assesses and reimagines its DEI professional development programming.)

Models of equity learning should be offered with intentionality for different cohorts. For instance, we support incorporating DEI learning into the Core Course for incoming first-year students and onboarding training for graduate student employees, similar to what the Teaching and Learning Center offers for new incoming faculty for foundational learning. Faculty and scholars who were



socialized or educated outside the United States may need additional DEI offerings that take international context into consideration. Many members of domestic marginalized groups respond differently to introductory-level DEI programs than those with only a base level of understanding. Nor can we assume intersectional understanding exists across marginalized populations. DEI offerings can emphasize solidarities while recognizing potential intergroup challenges, such as colorism, casteism, bias on socioeconomic lines or based on academic pedigree, and privileges of U.S. citizenship or legal residence within mixed-status communities.

### Metrics

- Commit to personal and professional growth through DEI learning opportunities, which should be an expectation of every community member, including faculty, staff, students, leadership, and volunteers. Every campus member should participate in an equity assessment to evaluate their level of knowledge.
- Consider individuals' respective work environments and roles in their DEI professional development. Managers and supervisors should encourage relevant professional development among their teams and prioritize improving the overall climate in their units. Staff and students should have opportunities to engage in appropriate DEI learning during school or work hours.
- Offer sustained funding for internal and external programs such as F.R.E.D., Academic Impressions, LinkedIn Learning, and other programs. Such opportunities should be more equitably available to all employees.



- DICI (or subsequent programs in ODEI) should offer introductory, intermediate, and advanced professional development for faculty, staff, and students, and instructors/facilitators should receive compensation for their time.
- Create DEI-related learning experiences in cohort form to provide a shared community expectation about how goals will apply going forward. Learning opportunities should be offered in a scaffolded manner for all learner levels and continuously for ongoing development.

#### **GOAL 4** ◀ **Address barriers to retention for marginalized faculty, staff, and students**

Proactively support retention efforts for faculty and staff from marginalized identities. Recognize the burden of identity taxation and build in expectations for DEI priorities for all employees.

UC Santa Cruz stated that a key goal in its faculty recruitment efforts is to increase the percentages of faculty of color, women, LGBTQ+, and individuals with disabilities by 2030. Similarly, we support recruiting and retaining a diverse staff. Key to these efforts are intentional steps to reduce identity taxation, build community, and send a clear signal when climates need to change to become more inclusive.

Our findings suggest that centering joy is essential to the success of marginalized groups, both through structured activities and events and by coming together in community. This does not happen in a vacuum. Holding events to celebrate our campus's diversity is a priority supported by our survey data, but so is the importance of providing affinity group spaces for populations currently without access to them. Yet creating community is only one step in helping to build retention. Ensuring healthy climates for all employees is central to a longer-term strategy.

Microaggressions or other instances of bias against BIPOC, LGBTQ+, or otherwise marginalized employees by students and colleagues alike must be addressed swiftly to reduce future disengagement or risks of early departures. Employees needing religious and/or disability accommodations should be more holistically taken into account when building welcoming climates. In all ways, DEI metrics must move beyond the performative to ensure that deeper work is rewarded in promotions and advancements, particularly given potential issues around salary equity. In some cases, previous hurtful incidents that disproportionately impacted marginalized populations merit institutional reckoning. And administrative and curricular policies, procedures, and priorities must be reassessed through the lens of equity and inclusion whenever possible.

### Metrics

- Build community among and between marginalized groups to help shore up employee morale and center joy.
- Intentionally recognize the identity tax imposed on many marginalized faculty and staff and work to ensure a more equitable model of DEI work by all employees.
- Examine salary equity issues disproportionately affecting marginalized faculty.
- Consider how DEI is prioritized in faculty recruitment, retention, and promotion.
- Evaluate DEI training across all ranks and levels, including an emphasis on our Community Principles and shared mission.

### **GOAL 5** ◀ **Support opportunities to connect university members to one another and the wider community**

Provide opportunities for students to engage in debate and discussion outside of the classroom. Build more pipelines to community audiences and collaborators. More forcefully reckon with our local and regional histories of genocide, racism, xenophobia, and exclusion and support efforts to tell the stories of our marginalized community members.

UCSC should strive to strengthen connections among and between student groups, staff support networks, and faculty networks as a priority for community building on campus. For instance, it might revive student debate as a method to provide undergraduates with a learning opportunity to respectfully engage in public domains, including local governments, state bodies, and elsewhere. Divisions and departments can continue to organize student fora in leadership councils, town halls, or elsewhere. Moreover, the collegiate system on which the campus was founded offered great extracurricular opportunities in the early years of our campus. It might be time to reimagine how to foster the capacity for public debate.



Additionally, the university should support more projects connecting the university with local and regional community audiences. Recent examples of these efforts include a Humanities Division event at the Museum of Art and History on Japanese American history, the National Endowment for the Humanities–supported Watsonville Is In the Heart collaboration, and the work of the African American Theater Arts Troupe in the Arts Division.

Beyond community outreach, the university should strengthen regional pipelines from the university to the community in the form of permanent budget line items for this work across all units on campus. For instance, the statewide report on Black reparations provides opportunities to broaden our campus members' understanding of reparations as an anti-imperialist, anti-racist concept. The legacies of genocide, racism, xenophobia, and exclusion – and of the resistance and resilience of those who persevered – should be addressed more forthrightly through community partnerships.

The group acknowledged several challenges to achieving these goals, including limited funding, resistance to change, and the need for more awareness and support. To overcome these challenges, the group recommended leveraging existing resources and partnerships, engaging stakeholders in the process, and communicating the importance of DEI work to the campus community.

### **Metrics**

- Support community-building events such as public fora, town halls, and leadership councils that unite our university leadership, faculty, staff, and students.
- Foster pipeline projects that connect the university with regional and local communities.
- Amplify efforts to celebrate the work and achievements for which our campus and region should be known.
- Identify local and regional histories that need to be archived and historicized in the self-understanding and self-presentation of the campus, such as building awareness that Santa Cruz was a transit location to the Bay Area and Oakland during the Great Migration, exploring the influence of the Black Liberation Front on and off campus in the late 1960s, and investigating legacies of racism and xenophobia.
- Develop more funding for creative solutions that can increase collaboration and address areas of unmet need. ■

# CLIMATE CHANGE, SUSTAINABILITY, AND RESILIENCE

## Committee members

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**Galina Hale**, Professor, Economics

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**Michael Loik**, Professor, Environmental  
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**Flora Lu**, Provost, Colleges Nine and John R.  
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**Renya Ramirez**, Professor, Anthropology

**Bruno Sanso**, Professor, Statistics

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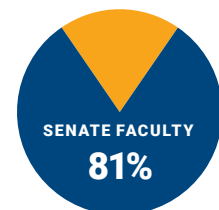
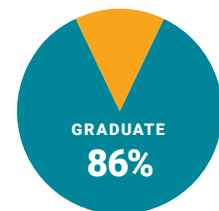
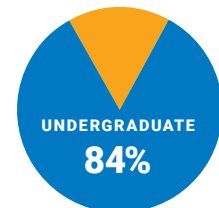


## COMMITTEE CHARGE

Urgently addressing climate change requires multidisciplinary research-driven collaboration and collective action centered around climate justice. The committee recommended opportunities for faculty, staff, and students to discuss how the campus should approach climate change, sustainability, and resilience through our teaching, research, and campus operations over the next decade by:

- Identifying ways that UCSC can create and sustain a campus climate and culture that reduces environmental impacts while centering culturally relevant and inclusive sustainability, advancing climate justice, empowering students, and engaging local communities/partners, including Indigenous communities.
- Proposing undergraduate and graduate student learning opportunities, including curricular and extracurricular pathways (e.g., general education, experiential learning opportunities in natural and built environments, capstone projects, certificate programs, minors, or majors) by which all students would have an opportunity to learn about climate change science and policy, climate justice, resilience, and inclusive sustainability.
- Identifying emerging or new collaborative interdisciplinary research areas related to climate change, climate justice, resilience, and/or inclusive sustainability that advance UCSC's mission and research leadership position.
- Recommending high-level strategies to evaluate and reduce the environmental impacts of meeting the university's mission on our campus and the local community. This includes strategies to reduce greenhouse gas emissions (e.g., transportation, energy usage, renewable energy, and electrification infrastructure), increase sustainable food and procurement, reduce resource consumption and waste, responsibly steward water and natural and cultivated lands, and more.
- Recommending strategies to improve climate resilience on campus, including strategies related to fire safety, drought, climate anxiety, economic losses, and climate justice.

### How important is it for students to know about climate change causes, impacts, and solutions?



.....

The majority of undergraduate students (84%), graduate students (86%), and Senate faculty (81%) believe it is essential/very important that UCSC students have a basic scientific knowledge about climate change.



## Goals

### **GOAL 1** Build communities of care

**Build communities of care, resilience, and preparedness in the face of climate change.**

UC Santa Cruz will empower faculty, staff, and students with the tools and resources to prepare for a changing world. The growing presence of climate anxiety on campus and ongoing social and ecological challenges is adding yet another burden to the already daunting task of tackling climate change and environmental injustices worldwide. Enhancing awareness and institutional and individual preparedness regarding emergency planning and training efforts in relation to wildfire, drought, and flooding is critical. Being cared for, educated, and prepared will empower UCSC community members to serve more effectively in their important roles as teachers, researchers, staff members, administrators, and students.

Increasing the availability of mental health resources and physical spaces dedicated to self-care at UCSC will be essential. Climate anxiety is not relegated only to environmentally minded community members. Reaching all those on campus who experience climate anxiety will require a diverse set of culturally relevant approaches and collaboration with offices and units not traditionally associated with sustainability, climate change, and resilience, such as Counseling and Psychological Services.

At UCSC, we are uniquely positioned through our curricular and co-curricular programming to educate on climate change and resilience, and we can further build upon those strengths and increase the availability of operational resources to achieve this goal. Active engagement with climate solutions is essential to empowering our students, staff, and faculty while highlighting the significant work already underway and the challenges the university faces in climate adaptation.

In addition to making a curricular commitment to students, strategies to achieve this goal will include enhancing existing and building new educational resources through the myriad of cross-divisional co-curricular programs, departments, and colleges across campus, including numerous research and teaching centers, and campus organizations such as the People of Color Sustainability Collective, the Sustainability Office, Center for Agroecology, Arboretum, Natural Reserve System, Operations, and Staff Advisory Board.

It is equally important that UCSC advances justice-centered and equitable approaches to its sustainable operations, services, and programs if we are to effectively build diverse and meaningful communities of care. UCSC will increase the availability and optimize the distribution of resources to support access to safe, sustainable, and equitable campus housing. Additionally, our campus will center social justice and Indigenous knowledge practices in its approaches to sustainability and resilience policies and programs.



Finally, it will be crucial to engage and partner with local and regional climate change and resiliency efforts to exchange information, better understand regional climate challenges, and create a forum for potential collaboration on solutions. The campus will also communicate transparently to a broad audience about its progress in advancing the strategic plan goals for Climate Change, Resilience, and Sustainability. UCSC will maintain effective technological tools and utilize modern, culturally relevant communication channels on a predictable, ongoing basis to communicate key performance metrics and progress on goals.

### Metrics

- Complete an updated operational five-year Sustainability & Climate Action Plan by the end of fiscal year 2024 to modify existing and set new specific benchmarks and track progress on, but not limited to, the following priority topics:
  - Incorporation of climate awareness and sustainability into onboarding materials for all campus newcomers (students, staff, faculty)
  - Annual implementation of and progress on sustainability policy measures that center diversity, equity, inclusion, and justice within sustainable operations
  - Funding and availability of new and ongoing mental health and educational resources in response to increasing climate anxiety
  - Implementation of new and ongoing emergency preparedness and resilience measures and other co-curricular educational programs in the face of climate change
  - Increase in availability and accessibility of safe, sustainable, and affordable housing
- Coordinate transparent reporting annually on metrics for all identified priority areas through the terms of the Sustainability & Climate Action Plan and Campus Strategic Plan beginning in fiscal year 2025.

## **GOAL 2** Decarbonize UC Santa Cruz

UCSC to build an equitable, accessible, and fossil-free future.

UCSC must address its own role in contributing to greenhouse gas emissions to comprehensively combat climate change. The associated health issues, extreme weather disasters, loss of land and homes, and economic consequences of climate change impact under-resourced communities and people of color first and worst. This issue also hits home for many students, faculty, and staff who come to UCSC from a wide array of personal backgrounds and diverse communities across the globe. Becoming fossil-free in the long term will significantly reduce the university's contributions to the environmental injustices associated with burning fossil fuels worldwide. These efforts will include increasing the pace of energy efficiency measures, adopting renewable energy sources, installing electrical vehicle

charging infrastructure, rolling out an all-electric bus fleet, reducing reliance on vehicles, and ultimately working toward ending the campus's consumption of fossil fuels.

The university must achieve this goal while simultaneously strengthening power resilience to maintain the integrity of academic research, teaching, and safety in the face of increasingly frequent power outages as the campus grows to educate and house more students. UCSC will explore technologies and innovations to increase power resilience, such as developing micro-grids, installing battery storage, and more. Decarbonization also presents another opportunity for innovative research and for students to practically apply classroom knowledge in the field by using the campus as a living-learning laboratory and encouraging interdisciplinary innovation in the campus's day-to-day operations.

Uncertainty regarding the effective deployment of new technologies and ways of doing business on this scale will inevitably arise as the campus overhauls infrastructure, processes, and practices that have been in place for several decades. The campus's electrical service infrastructure will require significant upgrades to accommodate the electrification of all campus energy use, the electrification of the bus and vehicle fleet, and providing more EV charging for personal vehicles. The campus will also implement best practices in change management and employ an intentional workforce development approach focused on the principles of a just transition. To support these myriad efforts, the university will take advantage of the increasing funding opportunities, grants, and state and national incentives focused on advancing decarbonization and electrification.

### Metrics

- Complete an updated operational five-year Sustainability & Climate Action Plan by the end of fiscal year 2024 to modify existing and set new specific benchmarks and track progress on, but not limited to, the following priority topics:
  - Annual Scope 1 and Scope 2 GHG emissions reductions to 90% over time in alignment with UC systemwide "Pathways to Fossil-Free UC" goals
  - Share of equipment and vehicles converted from fossil fuels to electric or hybrid, including the transition from reliance on natural gas fuel sources at the campus cogeneration plant
  - Megawatts (MW) of solar and other renewable energy sources installed
  - Annual funding and implementation of energy efficiency measures
  - The carbon footprint of campus electricity sources (i.e., electricity from utility, natural gas/biogas, and renewables)
  - Track Scope 3 GHG emissions (including waste disposal and commuter emissions). Increase accessible, equitable, and zero or ultra-low emissions transportation options and reduce single-occupancy vehicle trips.



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- Coordinate transparent reporting annually on metrics for all identified priority areas through the terms of the Sustainability & Climate Action Plan and Campus Strategic Plan beginning in fiscal year 2025.

### **GOAL 3** ◀ **Steward the water and land**

**Steward the water and land to support healthy social and environmental ecosystems.**

UCSC is situated in a unique location, with spectacular vistas of the ocean at the intersection of many different habitats, including redwood forest and open meadows, natural and built lands, multiple watershed drainages, and limestone karst topography. This exceptional environment has offered opportunities to build bridges between teaching, research, and operations while promoting land stewardship and supporting student learning by leveraging the campus as a living laboratory, most notably through programs and courses at the Center for Agroecology, the Arboretum, and the Campus Natural Reserves. UCSC will expand upon the existing work with the Amah Mutsun Tribal Band on campus, such as at the Arboretum, to increase Indigenous engagement, including working with the Amah Mutsun Tribal Band to provide land access, provide cultural expertise support on projects, and to help steward ecosystems with traditional ecological practices.

Effective stewardship at UCSC will involve a variety of strategies to support biodiversity and preserve habitats while simultaneously increasing housing and enhancing accessible, safe



circulation pathways for active transportation and Americans with Disabilities Act (ADA) needs and supporting sustainable and accessible transportation options such as walking, biking, and mass transit. Additionally, increasing charging stations for electric vehicles and bus fleets will be essential as the campus continues to grow. A comprehensive Habitat Conservation Plan for the Residential (Main) Campus and Westside Research Park will include a conservation strategy for endangered and threatened species, and a Wildfire Vegetation Management Plan will enhance UCSC's climate resilience. Additionally, Indigenous knowledge practices, traditional ecological management practices, cultural preservation of known archaeological sites, and dedicated land access for the Amah Mutsun will be essential to merging environmental justice practices with existing sustainable land stewardship practices at UCSC.

Increasing temperatures and long-term drought necessitate that UCSC continues to serve as a leader in best practices in water management. In the decade ahead, water conservation measures will be ongoing, including the reduction of irrigation for ornamental landscaping. The campus will explore potential non-potable and recycled water sources to reduce reliance on treated drinking water from the City of Santa Cruz for various irrigation applications, including growing food and maintaining landscapes. Non-potable water options for the campus to explore through the Non-Potable Water Master Plan include groundwater, gray and black water treatment facilities, and dual water infrastructure systems to pipe graywater for toilet flushing and landscaping.

### **Metrics**

- Complete an updated operational five-year Sustainability & Climate Action Plan by the end of fiscal year 2024 to modify existing and set new specific benchmarks and track progress on, but not limited to, the following priority topics:
  - Land management to protect biodiversity and ecosystem conservation, including living laboratory opportunities
  - Sustainable build-out of campus, including additional affordable housing
  - Physical infrastructure for a diverse array of multi-modal transportation options to create an accessible and inviting sustainable transportation culture
  - Water systems that adapt to uncertain water conditions, including non-potable water systems
  - Annual water usage and implementation of water conservation and efficiency measures
- Coordinate transparent reporting annually on metrics for all identified priority areas through the terms of the Sustainability & Climate Action Plan and Campus Strategic Plan beginning in fiscal year 2025.

**GOAL 4** ◀ **Advance a circular economy****Advance a circular economy in the consumption cycle.**

The Environmental Protection Agency (2022) defines a circular economy as one that reduces material use; redesigns materials, products, and services to be less resource intensive; and recaptures “waste” as a resource to manufacture new materials and products. The purchase, consumption, and disposal of goods on campus enable the university to meet its important teaching and research mission but also directly contribute to the environmental footprint of UCSC.

The consumption life cycle begins with procurement, which presents an opportunity to use UCSC’s spending power to influence our vendors. Choosing companies that integrate environmental, social, and governance (ESG) principles into their operations; that are small, local, and/or diverse businesses; and that sell products that are transparent about their supply chain and its related environmental and social impacts will enable UCSC to use its financial resources to support sustainability-minded companies. The Central Coast region has a myriad of small-scale, minoritized growers practicing organic climate-smart agricultural practices. UCSC’s operational commitment to these local producers will support the campus’s regional standing, continue to position UCSC as a leader in sustainable and socially aligned food purchasing, and further support recruitment and retention efforts in the south Santa Cruz County area.

Following the acquisition of products, how they are consumed can reduce UCSC’s environmental footprint. This includes buying energy- or water-efficient equipment and purchasing products that come in minimal packaging. Extending the useful life of products through reuse and refurbishment can reduce the need to purchase new items, thus reducing resource use. Creating a campus ecosystem that supports reuse is essential. This includes maximizing capacity for reusing a wide variety of items, such as the creation of donation spaces, supporting an effective campus surplus operation, installing additional water bottle filling stations, and making utility sinks in residence halls easily accessible to enable proper cleaning of reusable eating ware.

A consistent, accessible, and convenient waste system for items at the end of their useful lives will provide campus users with a simple process to dispose of the most common waste items. This requires zero-waste stations (recycling, compost, and landfill) with effective signage sized appropriately for the space and prominent for campus users to locate. Specifically, UCSC must increase the number of compost bins across all areas of campus to match landfill and recycling bin availability.

Not only is waste a resource and a land use issue, but waste is also a climate change issue, as waste disposal creates greenhouse gases. For example, organic waste that enters a landfill decomposes to generate methane gas, a significantly more potent greenhouse

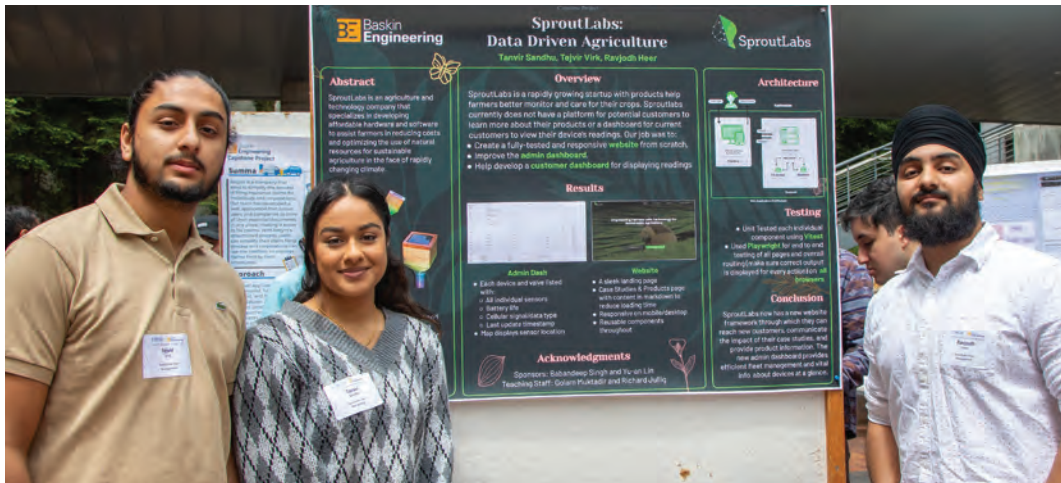


gas than carbon dioxide. Tracking waste and progress to meeting the UC's waste goals will contribute to a more comprehensive accounting of UCSC's Scope 3 emissions.

Significant education and outreach tailored to various groups of campus users are needed to meet UCSC's waste goals. This will not only educate the campus about how to sort waste properly, but also reduce the amount of waste generated by focusing on intentional purchasing and using resources such as Campus Surplus to reuse items and CruzBuy to facilitate and track sustainable spending.

### **Metrics**

- Complete an updated operational five-year Sustainability & Climate Action Plan by the end of fiscal year 2024 to modify existing and set new specific benchmarks and track progress on, but not limited to, the following priority topics:
  - Harness the spending power of the university to support sustainable and diverse businesses
  - Source food that is plant-based and meets the Real Food Calculator definition of sustainable food, and/or from vendors who are building a resilient food system in the face of climate change
  - Develop infrastructure that supports a culture of reuse and reusables to reduce single-use items consumed by campus users



- Create tools, processes, and practices that enable reuse, refurbishment, and sharing of university-owned resources
- Meet UCSC's waste reduction (50% reduction by 2030) and diversion goals (90% diversion) by increasing consistency of zero-waste stations, increasing compost bin availability, and education and outreach
- Coordinate transparent reporting annually on metrics for all identified priority areas through the terms of the Sustainability & Climate Action Plan and Campus Strategic Plan beginning in fiscal year 2025.

## GOAL 5 Teach students about climate change

Ensure that all students graduate with a transdisciplinary understanding of climate change grounded in justice, experiential learning, and diverse approaches to knowledge.

UCSC must ensure that all students graduate with an understanding of climate change that is transdisciplinary, epistemologically diverse, and rooted in climate justice and experiential learning. This education must also enable students to critically evaluate whether certain responses and solutions are effective, equitable, and sufficient. Building on our existing strengths in climate science, pursuing this goal will position UCSC to lead the nation in preparing the next generation of innovative and equity-minded leaders in climate response across all workforce sectors. Epistemologically diverse approaches are critical in training the next generation of climate leaders. It demands both strengthening and indigenizing UCSC's climate education and learning opportunities to ensure that students understand scientific ways of knowing and artistic, humanistic, and justice-centered approaches to understanding and responding to climate change. Centrally, this training must also include Indigenous ways of knowing and Indigenous climate justice, emphasizing how harms

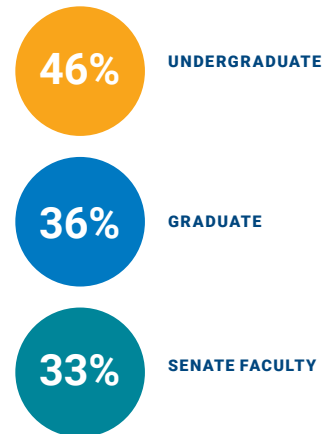
resulting from historical and structural processes related to settler colonialism must be addressed to effectively and equitably tackle climate change. Experiential learning is central to this approach.

UCSC should develop a required basic curriculum that exposes all undergraduate students to climate change and climate justice. The curriculum should be designed via a bottom-up process, co-designed with deep collaboration from all five divisions, the Colleges, the Senate, the Teaching and Learning Center, and staff and student representatives through a task force created for this purpose. We urge against a model that loosely knits together professors from various disciplines in diverse but unconnected guest lectures. Instead, we encourage the CP/EVC to provide course development resources that would compensate faculty and lecturers across all five divisions and the colleges to co-develop learning outcomes and content collaboratively.

Recognizing that careful curriculum development takes time and community engagement, and also the urgency of climate change, while the new curriculum is being developed, all incoming first-year students should be required to take one existing course related to climate change and/or climate justice (to be identified by the task force). We encourage departments (with populous majors) to add at least one climate-related course to their major requirements. In addition, degree programs should provide students with opportunities to dive deeper into climate change from multiple perspectives, including creating new interdisciplinary majors and minors, new climate-related tracks or courses within existing majors, or new certificate programs. Finally, experiential programming that centers on climate justice could be integrated beyond coursework through summer internship experiences and Summer Bridge programs.

At the graduate level, students should have access to training and information on how their discipline relates to climate change and on climate-related career pathways for their particular degree. A regular cross-campus speaker series on climate change and access to a centralized resource that connects faculty in different disciplines with climate change themes in their research would support this goal. To strengthen and diversify graduate student research on climate justice and resilience, the Cota-Robles Fellowship program should be expanded to include two additional fellowships for climate justice and resilience-focused graduate students. There may also be opportunities to engage with UCSC alumni working in climate justice

### Should UCSC enhance opportunities for learning with climate-related themes?



Almost half of undergraduate students (46%), a third of graduate students (36%), and a third of Senate faculty believe that UCSC should enhance opportunities for community engagement and experiential learning with climate change, climate justice, or climate resilience-related themes by supporting existing programs and funding new ones.



and climate change–related fields. Graduate students as academic student employees should also be provided with consistent pedagogical training on climate and experiential learning.

### Metrics

- Establish a task force to inventory existing climate courses by fall 2023, make recommendations to the Chancellor by spring 2024, and secure Senate approval by spring 2025 on a basic climate curriculum to be launched in fall 2025.
- Ensure that the task force plans for regularly updating and making accessible a list of courses with climate content by fall 2023.
- Create, fund, and launch a new center dedicated to research and teaching climate justice (see Research Goal #1) as soon as possible.
- Produce incentives for departments and colleges to develop programs to deepen climate education on campus as soon as possible.
- Generate and fund opportunities to recognize and support student-led learning, including peer-to-peer education, co-curricular programming, student-facilitated experiential learning courses, and community engagement.
- Hire 10 more Professors of Practice and/or Teaching Professors with diverse expertise in climate change and climate justice within the next 5 to 10 years.
- Expand the Cota-Robles Fellowship program to include two additional fellowships for climate justice and resilience-focused graduate students by winter 2024.
- Create an interdisciplinary climate and experiential learning–focused pedagogical training available to all graduate students.

### **GOAL 6** Advance sustainability and climate change research

Expand, value, and incentivize collaborative, solution-oriented, justice-centered, and diverse research approaches to climate change and sustainability.

UCSC should incentivize interdisciplinary and transdisciplinary collaborations. In recognizing and valuing diverse approaches to knowledge, UCSC will be positioned as a global leader in understanding the interactions between physical drivers and biological impacts with climate change's social, political, and justice dimensions. This necessary shift is gaining interest and support across policy, academia, the private sector, the arts, and the public.

UCSC should identify and make visible the myriad climate-related instructors, courses, research activities, artistic projects, programs, and ways of knowing that exist across campus. A crucial first step is expanding existing efforts to map faculty research across



the divisions; this will involve working toward a database and accessible online search tool. Augmenting this digital infrastructure with physical spaces and regular community-building events that connect diverse researchers, artists, students, community partners, and others offers an exciting opportunity to actively encourage novel collaborative relationships and research projects. Regular community building programs should be supported by dedicated staff and be designed and hosted in collaboration with all five divisions, with co-sponsorship by one or more centers/institutes across campus.

UCSC must also transform institutional incentives to encourage and reward diverse forms of collaboration in climate change, sustainability, and resilience-related research. For all its proven value in fostering original, solutions-oriented research, collaboration does not always find supportive conditions, especially in some fields where individualized research and creative practice are more highly rewarded. Collaborative and justice-oriented research entails a necessary level of intellectual and professional risk and requires time and energy. Potential responses to these barriers include course releases, seed funding, and a task force led by the Campus Provost and Executive Vice Chancellor and the Vice Provost for Academic Affairs, and including members of the Senate Committee on Academic Personnel (CAP) on amending merit review criteria to reward such work. UCSC should also enhance and expand administrative support structures for transdisciplinary grant writing and management.



Collaborative and diverse, solutions-oriented research can also be enhanced by building on and expanding existing structures for community-engaged research and partnerships. UCSC should leverage existing expertise on campus to develop training resources in community-engaged research, including for STEM researchers; create mechanisms for participant compensation; and set aside project development funding to enable UCSC researchers to engage community partners meaningfully. UCSC should also create a residential activist and community scholar program.

Incentivizing community-based and epistemologically diverse research will also help UCSC to ameliorate harms resulting from knowledge production's extractive nature. Climate research and action that advances justice, and does not reinforce injustice, is predicated on eliminating these harms. UCSC should ensure that its research provides multiple forms of benefits to research participants and partners, thereby enhancing UCSC's relations with its community partners. This includes engaging in reciprocity agreements with research participants to ensure that their community needs are met. This could be catalyzed through discussion and training on research ethics and diverse approaches to climate research.

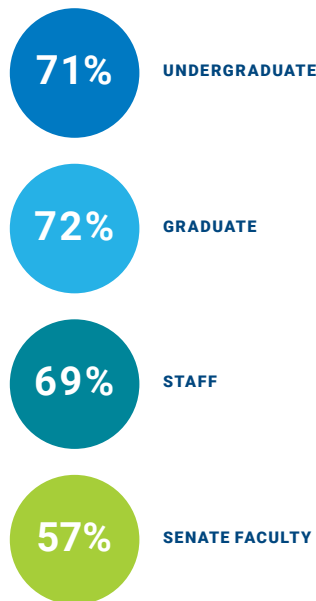
A newly funded Center for Climate Justice, with focal areas in, among others, Indigenous climate justice and climate resilience, would play a pivotal role in celebrating and rewarding the diversity in research that is necessary to address climate change effectively. It would further place UCSC at the forefront of innovative and impactful social justice-oriented research on climate change, sustainability, and resilience. The new center must have a structure, staff composition, and mission tailored to advancing climate justice. This would require the Center for Climate Justice to be established as a new entity separate from the Center for Coastal Climate Resilience, which has a different mission. However, the two centers may collaborate to maximize their impact.

The campus community identified several other strategies that should also be considered to achieve this goal. These include altering UCSC's divisional structure by creating a School of the Environment; leveraging the new Center for Coastal Climate Resilience to spearhead research collaboration; reinstating positions for Professors of Practice across divisions and disciplines, including in climate justice, Indigenous studies, and climate science; expanding faculty expertise related to climate justice, for example by conducting an interdisciplinary cluster hire focused on climate justice; and incentivizing graduate student-faculty research collaboration and mentorship by creating new GSR positions, particularly in underfunded divisions.

### **Metrics**

- Create, populate, and provide sustained staff support for a publicly accessible clearinghouse of climate, sustainability, and resilience-related teaching, research, and graduate students, faculty, and programs by the end of 2025.
- Establish, fund, and staff a new Center for Climate Justice and conduct a Target of Excellence faculty hire to lead the new center by spring 2024.

**Should UCSC students understand Indigenous peoples' knowledge about climate justice and climate resilience?**



Over two-thirds of undergraduate students (71%), graduate students (72%), and staff (69%), and more than half of Senate faculty (57%) believe this knowledge is essential.

- Inventory existing and develop a plan to expand extramural funding that supports collaborative, justice-centered, solution-oriented, or diverse research approaches to climate change and sustainability.
- Develop training resources and structured opportunities to enable more faculty and students to participate in community-engaged research within two years, including by hiring five Teaching Professors and/or Professors of Practice with expertise in community engagement.
- Conduct a review of policy and administrative barriers to community-engaged scholarship and residential visiting programs for activists within one year.
- Track and raise funds for regular community-building events to enable informal and formalized interactions among diverse climate scholars and foster collaborative relationships. This may include a new physical space, the creative adaptation of underutilized spaces, and incentives to encourage participation.
- Hire 10 new research faculty across divisions with climate justice, sustainability, and resilience expertise within five years.
- Immediately scale up programming to incentivize and reward transdisciplinary, collaborative work.

**GOAL 7 ◀ Forge relationships with Indigenous communities**

**With an ethos of reciprocity and respect, forge relationships with Indigenous peoples/organizations that enable the co-production of knowledge and action plans toward climate justice.**

Mainstream approaches to climate change response have focused on greening our economy and technological responses that merely reproduce the social problems that make climate change such an intractable problem to solve without addressing ongoing and historical causes of harm. “Colonialism is not a historical event, but an ongoing set of relations that still characterize the common sense of professional science” (Liboiron, 2021). Such colonial relations are seen in the mundane workings of the university, manifesting the assumed universal superiority of Western ways of knowing and doing. For generations, research has benefited from and taken access to Indigenous lands, lives, and knowledge for granted. As scientists and scholars, we have



photo credit: Alexii Sigona

inherited these practices and worldviews that have dismissed Indigenous science and ways of knowing as insufficient; that presume the right to collect, extract, control, and display items taken from Indigenous lands and bodies without consent (ProPublica, 2023), including within the UC system (Hudetz et al., 2023); and that erase Indigenous relationships to land and non-human relatives through practices such as colonial place names. To address these forms of harm, UCSC must signal its commitment to Indigenous science to begin a reversal of the erasure of Indigenous peoples' culture and history. This is a commitment toward more just land relations and confronting the dominant knowledge paradigm that presumes entitlement to Indigenous land, life, and knowledge (Liboiron, 2021).

As we state in our land acknowledgement, UC Santa Cruz sits on “the unceded territory of the Awaswas-speaking Yypi tribe. The Amah Mutsun Tribal Band, comprised of the descendants of Indigenous people taken to missions Santa Cruz and San Juan Bautista during the Spanish colonization of the Central Coast, is today working hard to restore traditional stewardship practices on these lands and heal from historical trauma.” This statement speaks not only of the genocide of Indigenous peoples, but also of their survivance and continued commitment to sustain biocultural care in recognition of the co-evolved relationships of humans and non-human kin.

Faced with climate disruption, the power and potential of Indigenous ecological stewardship is increasingly recognized for its critical role in protecting the environment (Anderson, 2005; Cuthrell, 2013; Keeley, 2002). Indigenous knowledge systems that address climate change are situated in the dynamic intersections between land and sovereignty; the natural environment (including humans); institutions; technology (e.g., from GIS to tools to make birch bark canoes); economics (i.e., systems and interactions that prioritize collective well-being); and human perception, activity, and behavior. These approaches demonstrate a multiplicity of ways to care for the planet. Honoring and incorporating this conceptual, ideological, cultural, and linguistic diversity opens the possibility for more heterogeneous, nuanced, and contextualized efforts toward place-based, justice-centered sustainabilities and would reflect yet another way UC Santa Cruz exemplifies innovation and social equity.

Centering and elevating these approaches also aligns with UCSC's commitment to student success. Integrating interdisciplinary and transdisciplinary ways of knowing, including Indigenous science, is essential to training the leaders and change-makers of tomorrow.

### **Metrics**

- Adopt a formal agreement between UCSC and the Amah Mutsun Tribal Band that lays out commitments for collaboration, sharing of space/information/resources, and consultation by fall 2023.
- Engage and create Cultural Conservation Easements that provide access to traditional lands for Amah Mutsun Tribal Band stewardship.

- In close consultation with the Indigenous Faculty Network (IFN), conduct a Target of Excellence hire for a senior faculty member with expertise in California Indigenous Studies, including Indigenous climate justice, resilience, and/or ecological knowledge.
- Undertake a cluster hire for new research faculty focusing on local ecological knowledge in Indigenous studies in the next three years.
- Strengthen scholarship in California Indigenous Studies, including Indigenous climate justice and resilience, through, for example, a cluster hire, departmental status for Indigenous Studies, and/or a new Center for Indigenous Studies.
- Increase curricular content across campus to increase the visibility of Indigenous scholars and culture, through, for example, a cluster hire, departmental status for Indigenous Studies, and/or a new Center for Indigenous Studies.
- Create a focal area on Indigenous climate justice within the proposed new Center for Climate Justice by spring 2024.
- Increase support for IFN engagement on all of these issues. ■



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