Academic Support Planning Committee
Comments on Executive Summaries

After reviewing executive summaries of UCSC academic and support units, the ASPC seeks clarification of two types: (1) questions to the academic divisions regarding the implications of their initiatives on academic support providers; and (2) questions directly to support services providers.

Questions to the Academic Divisions about the Implications
of their Initiatives on the Future of Academic Support Services

Experiential Learning. ASPC notes that several of the initiatives from academic divisions involve increases in experiential learning, academic internships, and off campus learning. Could each of these be explained in more detail so that support providers can accommodate these students? Could these learning experiences be coordinated so that the opportunities are made more accessible to students?

Summer Quarter. Different populations of students have different needs for support services. For example, entering freshmen require much more intensive support than do continuing upper classmen. In planning for summer support services and housing, providers need a more firm idea of what mix of students programs might attract.

a) What will be the mix of lower-division "gateway" courses and upper-division and masters level courses?
b) How many UCSC student, other UC students, and students from outside the system will we seek to accommodate?
c) What will be the mix of on-campus and off-campus instruction, including field-study and internships?
d) Santa Clara County is home to thousands of students attending UC campuses other than UCSC. Do the divisions see potential for luring large audiences to popular undergraduates classes in Silicon Valley in the summer? Which courses?

Silicon Valley Center (SVC). Service providers on the ASPC are anxious to know more about the center in order to anticipate the support needs of students and faculty at the center.

a) How many faculty will be involved in research at the center? Teaching there?
b) How much use of the facility will there be during the summer?
c) Will there be any distance/web-based courses
d) What programs and courses will be offered and what populations of students will they attract (class level, age, full-time vs part-time, employed or not)? Will these students require the same services as on-campus students or some specialized set of other services?
e) How will academic programs relate to internships and field placements?
f) Can UCSC strike partnerships with local institutions for some support services at SVC, such as health care, enrollment services, library collections and services?

Distance Education. For the overall development of new majors or concentrations, what plans/goals do divisions and departments have for web-based or distance education either to meet curriculum goals or enrollment goals? Would it be appropriate for divisions to develop plans for distance education for future consideration?

Preparedness. What plans do we need to develop to address the different levels of academic preparedness among our entering students. Are we adequately addressing the issue of student preparedness? What will be the role of introductory courses in this area? Do students receive adequate learning support? Does the expanded summer session offer a potential place for dealing with

preparedness issues so that after summer remediation entering students begin the fall term ready to start college-level classes.

Academic Support. Will any of the initiatives need additional academic support not mentioned in the planning summary? Especially in the areas of academic assistance, including: tutoring, academic mentors, internships, and the like?

Specific Divisional Questions

Arts Division. (1) Surveys of entering students indicate that UCSC students consider themselves more artistic and creative than their counterparts at comparison institutions, yet access to studio arts class to non majors is very limited, thereby frustrating students in other majors wishing to exercise their artistic talents. How might the planned expansion of arts facilities increase access for non-majors? (2) The division indicates an interest in expanding summer programs in art, music and film to make more intensive use of studio space. Would these summer programs offer any unifying themes to entice students? What levels of students might these programs and courses attract?

Engineering. The division's commitment to programs at the Silicon Valley Center and during summer seem especially promising. Would these summer programs emphasize any particular components of the engineering curricula? What levels of students might these programs and courses attract?

Natural Sciences. Will the proposed research centers in Silicon Valley (i.e. astronomy and astrophysics, geobiology, remote sensing, environmental toxicology, discreet mathematics, and applied physics) have associated instructional programs? What levels of students might they attract?

Social Sciences. With regard to Community Studies' proposed initiative in Silicon Valley – social justice in the new economy – what is the "part-time enrollment model" and how will the program attract target audiences from community colleges. With regard to Colleges Nine and Ten, do the new experiential learning requirements imply new support services or personnel deployment?

Campus Diversity

What mechanisms will be put in place to ensure the cooperation and commitment of Student Affairs, Undergraduate Affairs, Graduate Division, and divisions and departments in pursuing the campus objective of achieving a diverse campus of exceptional quality? What are the divisional plans to recruit more minority staff and faculty? What will each of the divisions do to increase and accommodate the diversity of undergraduates and graduates? How can outreach and prudent program marketing be used to inform and attract diverse students, staff and faculty? What coordinated strategies will ensure the success of our divisional efforts? What resources are being used to pursue these strategies? Are they sufficient?

Question to Academic Support Service Providers

Division of Student Affairs

ASPC notes that the volume of applications for admission is growing faster than enrollment targets, suggesting that the Admissions Office working with the Committtee on Admissions and Enrollments should be prepared in the near future to become selective in the admissions process. What models is the Admissions Office considering for becoming selective? What criteria might be used for identifying preferred students?

ASPC recommends that the Division of Student Affairs lead a discussion with academic divisions about "enrollment management," that is, the implications of enrollment growth on academic programs and how to manage that growth to stay in sync with the mix and size of academic programs. Student Affairs and

the academic divisions should put forth several models for managing the flow of new students into programs and shaping their course-taking predilections to match available courses. Mechanisms for managing the flow of students into the campus and distributing them among divisions, programs, and courses might include but not be limited to: admissions to divisions or schools rather than general campus admission; general education requirements, departmental requirements, affiliation of students to colleges and the affiliation of colleges to divisions, college curricular requirements, marketing of programs, particularly new ones, especially via effective web site designs; outreach to prospective students emphasizing the strengths and appeals of particular programs; maximum capacities for over-subscribed programs and criteria for entry into those programs; and freshmen seminars and popular introductory courses to attract students into esoteric and under-subscribed classes.

ASPC underscores the central importance of affordable housing in competing for the best and brightest faculty, students, and staff. Without adequate and affordable housing options, the campus cannot compete. The Division should issue a master housing plan addressing the availability and affordability of housing in the context of (1) plans for growth in the numbers of faculty, undergraduate students, graduate students, and staff, and (2) the proportions of budgets those groups can afford to spend on housing.

ASPC notes that the availability and affordability of childcare plays a similar role in attracting and retaining faculty, staff, and students with children. The division should produce a master plan for childcare that addresses the growing campus population of parents and children

Business and Administrative Services

ASPC recommends that BAS be more specific with regard to its most important support service to academic programs, that is: its provision of telecommunications services. BAS should specify what bundle of services, technologies, and infrastructure it deems essential to a top-tier community of scholars. What are the minimum levels of service for (1) faculty, (2) undergraduate students, (3) graduate students, and (4) staff? What business plan will make those services affordable, sustainable, and renewable?

What specific plans does BAS have for delivery of safety and information services at the Silicon Valley Center and during the expanded summer session?

In the spirit of the recommendations put forward in the New Business Architecture Report, ASPC recommends that one or more of the academic divisions consider establishing a partnership with BAS to undertake a significant business process redesign to provide an example of streamlining a business process.

Vice Provost Undergraduate Education

The VPDUE puts forth a proposal for extensive reorganization of offices that provide support for the undergraduate instructional and research programs. The implications for such a large realignment are profound but unclear. ASPC would like to know the specific implications for: (1) transfer of funds from existing units to the VPDUE, (2) transfer of personnel, (3) space assignments. The proposal calls for reliance on Funds for Instructional Improvement. How would the commitment of these funds be decided relative to competing uses, especially in the academic divisions. What process does the VPDUE propose for consulting with and reaching felicitous decisions about the disposition of the units in questions?

The Provost

ASPC seeks clarification on enrollment expansion targets. How large does the campus plan to grow? What will be the split between undergraduate and graduate students, and when might we reach each of those targets? How many of those students will enter into on-campus, regular-year programs vs. off-campus alternatives such as Silicon Valley Center, EAP, and UCDC or attending the expanded state-funded summer program.

Graduate Division

ASPC observes that grants and fellowships for graduate students are woefully inadequate and worries whether or not the impecuniousness of graduate students is compatible with the recommendation for a new graduate college, at least in the absence of a plan to bolster graduate student support. How does the division, working with the Housing Office, plan to expand aid to graduates or find other mechanisms to make additional housing affordable? The division needs a plan to make graduate students' budgets adequate and sustainable.

ASPC also worries about the complex inter-relationship between the growth of existing programs, the creation of new graduate programs, and the need among undergraduate programs for TAs trained in particular disciplines and skilled in the teaching arts. What plans does the graduate division have for ensuring the compatibility between the supply of graduate students and the demand for TAs for our undergraduate programs? Does the proposal for a graduate "Certificate in University Teaching" play into this equation? How does our requirement that graduate students serve as TAs factor into our competitiveness in attracting the best graduate students? How do TAships factor into the economic hardship mentioned in the previous paragraph?

University Relations.

UCSC competes for the best and brightest undergraduate and graduate students with other institutions across several dimensions, including affordability, which is an intrinsic problem in this price-inflated environment. What process will UR use to set priorities for the major capital campaign? How can the Graduate Division and VPDUE promote the inclusion of such items as: graduate research fellowships, undergraduate research fellowships, and merit scholarships at both levels. Does a new graduate college have the potential to attract significant philanthropic support? Might it rise up as a priority in the campaign? What strategic approach will UR use in hiring and deploying a professional staff experienced in comprehending the needs of a community of scholars and promoting those needs to a sympathetic community of donors?

Instructional Support Services

- **Managing Class Labs and Classrooms** New programs and increased student demand means increased competition for specialized teaching labs and classrooms. How does the campus address utilization issues? What are the criteria for prioritizing room use? Should those criteria change as the demand for space places greater pressure on our facilities?

- **Media Services** will play an increasingly important role for classroom and faculty support. How does the campus plan to meet increased demand for media services? Little is mentioned in any of the planning summaries about incorporating new media, technologies, and telecommunications strategies into teaching activities. How does the campus promote and facilitate creative and innovative teaching strategies? How can the campus increase training and workshop opportunities for faculty and staff?

- **Orientation and Advising** programs are vital to student retention. What discussions and preparations need to take place to ensure that cooperation among Student Affairs, Undergraduate Affairs, CATS, the Colleges, and the divisions and departments results in comprehensive and seamless advising from the time students accept admission until they graduate. The plan for implementing a new AIS includes the specific potential of enabling students and their advisors to audit progress to degrees and to explore alternatives with much greater precision and knowledge than in the past. This advance in technology should be included as an integral part of the discussion on improving advising overall.