Summary and Synthesis of University of California Davis Documents

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February 3, 2014

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[Note: Numbers in brackets after various recommendations corresponds to status of recommendations in spreadsheet matrix also on this website.]
Executive Summary

Introduction

This report summarizes and synthesizes a selection of 51 documents from all of the UC-Davis Colleges, most of the Graduate Schools and other units, in addition to Blue Ribbon reports commissioned by the Chancellor’s Office. Gathering together what has been recommended across the campus, this marks the conclusion of Phase One of three phases envisioned by the Chancellor. In the second and third phases of this process, the Council of Vice Chancellors (COVC) will identify which recommendations from these diverse documents have been accomplished, and will assess what else needs to be done in light of these recommendations as they relate to both implementation and communication of campus leadership priorities.

The summary of reports that follows is based on documents that range from very brief department year-end reports, to multi-year strategic plans, and others in between. While the dates these documents were written range from 2008 to 2013, most of the reports summarized were composed after the current Chancellor developed a strategic framework of priorities via her vision statement. The Blue Ribbon Reports, understandably, have recommendations that most closely align with the six strategic elements of the UC Davis Vision Statement. As a summary and synthesis, this report is comprehensive but not exhaustive and, as such, does not include every recommendation included in each document reviewed. We have included recommendations that are applicable beyond the specific college, division or unit that authored the document, as well as a sampling of recommendations that elucidated particular themes or elements of the Chancellor’s Vision Statement.

The main body of our report consists of recommendations from these 51 documents and reports, summarized and synthesized into themes that are then linked to each of the six elements of the Chancellor’s Vision Statement. Certain themes emerged that crossed many if not all of the elements. This Executive Summary will lay out some of the more prominent of those themes as well as what we believe are the three major drivers of those themes. All of the recommendations in the body of our report can be viewed as being driven by the following three priorities: 1) Innovate and work to help solve world problems; 2) Embrace a revenue model for UC Davis that both increases revenue to UC Davis, and at the same time increases independence from California State Funding; and 3) Enhance UC Davis’s capacity to be strategic in the use of its resources. The following synthesis organizes the recommendations as they relate to these three drivers.
Three drivers and recommendations summaries:

1) **Innovate to help solve world problems.** This driver shapes the following summary of recommendations:

- **Align structures with campus priorities.** Most prominent of these are: a) in hiring, recognition, promotions, compensation, and workload expectations, develop faculty incentives to reward collaboration and interdisciplinary work; obtaining and administering large research grants; increasing mentorship of graduate students, younger faculty, international students, and students from URM communities; and exceptional success in extramural funding, *(Blue Ribbon Taskforce on Graduate Education; Chancellor’s Awards Committee)* b) to support collaboration and interdisciplinary work, redesign structures of research and learning; for example, align strategic faculty hires; consider redesign and restructure of classes, majors, departments, colleges; encourage shared classes and administrative systems, and update administrative organizational structures, *(Blue Ribbon on Information Technology Excellence)* c) Ensure that campus capital investments support new ways of working, including: campus-wide digital infrastructure (including ability to link with SOM); designing facilities with new ways of working in mind, such as the library as an academic hub; and utilizing campus facilities, grounds and resources to support campus priorities *(Blue Ribbon on Information Technology Excellence; ARM Annual Report)*

- **Identify pressing societal problems where UC Davis can have an impact and align efforts to develop meaningful solutions.** Some of the many examples of these kinds of recommendations are to: support research in the areas of equity, climate change, alternative energies, informatics and health-care technology; conduct high quality, third party research and evaluation studies; develop the areas of neural engineering and stem cell engineering; design service delivery to students, patients, and community with practices and protocols that address concerns about equity, inclusion, and respect for the whole person.

- **Call on campus leadership to notably encourage and endorse new areas of collaboration and other priority initiatives.** This includes recommendations to ensure that a) if something is expected, or a priority, it is adequately funded; and b) high campus-wide priority areas are brought into close geographic/physical proximity with the Chancellor.

- **Redesign administrative policies and practices to facilitate collaboration, interdisciplinary work, development work, large grants administration, and bringing research to market.** This redesign includes recommendations to: a) clarify roles and
responsibilities between researchers and administration regarding grants and contracts; b) redesign administrative support to ensure that systems work well for faculty; c) streamline processes, improve transparency, consistency and communication across campus; d) fix the indirect cost recovery system (WAG final report); e) re-design Tech transfer operations; and f) establish and utilize standardized metrics for monitoring, reporting and evaluating research, programs, initiatives and ongoing changes and processes.

- **Make cultural changes that support UC Davis priorities.** These cultural changes include creating and increasing a culture of: a) mentorship of faculty, international and graduate students and students from URM communities; b) acknowledgement of quality; c) entrepreneurship as well as both public and private partnerships; d) adequate support for Campus diversity; e) improved communications. (*Blue Ribbon committee on Undergraduate Student Excellence, Chancellor’s Awards Committee, Joint Administration/Academic Senate Special Task Force on Graduate Education*)

2) **Embrace a revenue model that both increases funding for UC Davis, and at the same time decreases its dependence on California State funding.** This second driver underlies the following summary of recommendations:

- **Better resource, enhance and support Development activities.** This includes better engagement of faculty in Development activities and more effectively coordinating the actions of all advancement offices (Strategic Communications, Government and Community Relations, Alumni, Development, etc.) to assign responsibility for, and coordinate messages about UC Davis research and other achievements on campus.

- **Develop appropriate infrastructure to support the writing and administration of federal and private grants and contracts.** This includes enhancing research support services with clear targets of increased federal and total R&D funding.

- **Align campus expertise (research) with societal needs and current or upcoming funding priorities.** This includes supporting faculty engagement in setting funder priorities, and helping faculty align their research with funder priorities. For example, align internal research programs with emerging federal programs, such as USDA-AFRI programs, especially global climate change.

- **Enhance University communications.** This includes better leveraging of UC Davis’s known strengths, better communicating about UC Davis’s less known strengths and unique opportunities, as well as developing and promoting shared messaging opportunities.
• **Maximize the dissemination of the knowledge, practice and products generated within the University.** These recommendations include: a) creating a culture of entrepreneurship; b) creating entrepreneur in residence program(s); increasing key departments’ connections with industry (such as Engineering); c) deepening partnerships with regional entrepreneurial and business organizations; d) better facilitation of bringing research to market through, for example, improving Tech Transfer and establishing platforms such as incubators to support student and faculty applied activities.

3) **Enhance UC Davis’s capacity to be strategic in the use of its resources.** The key recommendations summary related to this driver are to:

• **Engage in targeted strategic planning.** Some examples are to: a) ensure that all planned capital projects and programmatic expansions include identification of IT needs; b) develop a strategic plan, a framework for faculty growth and a list of key infrastructure enhancements; c) create (with faculty involvement) and disseminate a facilities strategic plan that links academic planning with priorities for new facilities and renovations, including particular attention to common facilities.

• **Increase efficiencies.** Recommendations include to: a) streamline processes and reduce duplication; b) invest adequately in appropriate technology solutions; and c) share expensive capital investments such as specialized equipment and facilities.

• **Target new resources to support and sustain identified campus priorities.** This recommendation includes investment in the following: a) facilities, equipment and technology that differentiates work of UC Davis researchers from others in their fields, and/or helps them develop solutions to public problems; b) strategic faculty hires, and faculty start up packages that align faculty hires with campus priorities; c) increased and sustained support for teaching assistants and graduate students; d) support for successful integration of an increased cohort of international students; e) universal campus-wide digital infrastructure; f) upgrade and redesign of facilities to meet the needs of increased collaboration and inter-disciplinary research. (Blue Ribbon Task Force on Graduate Education; International Advisory Committee Report)

• **Build on and enhance campus teaching, learning, and services delivery.** This includes recommendations to: a) improve access to learning supports; b) increase quality interactions with faculty; c) help students connect with others outside of their discipline; d) help students connect with individuals and organizations on and off campus who are relevant to their future careers/employment; e) better support and leverage the value
of a diverse student body both domestic and international; f) enhance faculty and TA teaching through ongoing training and mentorship; g) design teaching, learning, and service delivery to students as well as the community (e.g. in the School of Medicine) to be guided by a commitment to access, equity, inclusion and addressing the needs of the whole person. (Blue Ribbon Committee for Enhancing Undergraduate Student Experience; Health Services Strategic Plan)

- **Identify and address areas that have not been adequately funded.** This includes recommendations to: a) ensure that “underfunding” of facilities, as well as schools and departments be identified and addressed, particularly the “serious” unmet needs for administrative and teaching space that exists in specific departments; b) ensure facilities are appropriate to the specific needs of teaching and learning (such as studios, labs, classes that need special equipment and adequate office space); c) ensure adequate faculty, i.e. increase the number of faculty, particularly in departments where there are not enough faculty to meet student demand; d) assess and ensure timely repair, upgrade, and increased facilities, in an ongoing way. (Division of Social Services)

- **Increase campus accountability.** To do this, key recommendations are: a) establish and utilize success metrics. There is a need to establish clear, shared metrics for evaluating initiatives, and initiatives and programs need to be evaluated; b) enable data-based decision making, i.e. pave the way for prioritization of resources based on data; c) improve transparency to campus community of central funding support, for example, for each center and ORU; d) end the assumption that Centers and ORU’s are forever ongoing or permanent; e) clarify performance expectations and manage to those expectations (CA&E Academic Prioritization Committee Report; Blue Ribbon on Graduate Education)

We identified four dominant recommendations that permeated the reports, particularly some of the most “forward looking” of these reports:

1. **Be more strategic; prioritize.**

2. **Align institutionalized structures, processes, resources, incentives and rewards** (faculty, administration, organization of education and research) **to support those strategic priorities**, particularly the move towards collaboration and multidisciplinary work.

3. **Increase accountability;** develop and communicate clear, transparent and consistent success metrics and ensure follow up evaluations and transparent decisions.

4. **Increase communication about positive stories** of the excellence of so much that’s happening at UC Davis.
These four recommendations came up most frequently, and cut cross all of the different vision elements and specific constituencies' recommendations.

In the next section, we will present the full summary and synthesis of the 51 reports that we reviewed, within the framework of the Chancellor’s Vision Statement.
II. Summary and synthesis of the documents

The following pages list the individual recommendations from reviewed reports, organized in each of the Elements of the Chancellor’s Vision Statement. In each Vision Element, the themes are listed first, followed by the individual recommendations under each theme.

1. Foster a Vibrant Community of Learning and Scholarship

*Through transformative and diverse opportunities for learning, UC Davis will inspire and prepare its students, faculty, staff and alumni to lead and excel in solving the dynamic challenges of tomorrow’s world.*

Themes:

1. **Student Support:** Expand and develop student mentorship, advising and faculty interactions

2. **Faculty:** Align faculty priorities with campus strategic priorities

3. **Graduate Students:** Enhance environment of graduate student success as integral to UC-Davis excellence

4. **Diversity of students and faculty:** Diversify students and faculty

5. **Curriculum, majors and departments:** Revise curriculum, majors and departments to better serve students and address world challenges

6. **Financial resources:** Strategically direct financial resources and supports that undergird campus priorities

7. **Library:** Transform the Library into an Academic Hub that promotes the effective and innovative use of digital information resources

8. **Facilities:** Increase facilities to maintain UC-Davis as a top-ranked university and to support the expansion of student body.
Specific Recommendations:

1. **Student Support**: Expand and develop student mentorship, advising, faculty interactions and other student support services¹
   - **a. Streamline/realign advising functions to develop a more cohesive, centralized model for delivering prompt, responsive and individually tailored yet consistent advising services** [1, 2, 3, 4, 4a]
     - i. Use Student Advising Portal to support individualized services and technology-based information resources
     - ii. Reduce Student-Advisor Ratio and streamline reporting and accountability
     - iii. Structure students’ first- and second-year programs to facilitate earlier and more intentional planning of their curricular and co-curricular experiences
   - **b. Train and support faculty, staff and peer advisers to maximize quality of advising and mentorship, and incentivize faculty to promote high-quality faculty-student interaction.** [5]
     - Areas of training to include:
       - i. Help graduate and under-graduate students excel inside and outside of academia post-graduation, including a range of career goals (the “new reality” of non-academic jobs and professions)
       - ii. Support undergraduate students to access international experiences in their field, and graduate on time
       - iii. Work with international graduate and undergraduate students and students from underrepresented in a culturally competent way
       - iv. Provide mentorship and support for students from underrepresented minority communities (URM)
       - v. Understand the full range of supports offered by UC Davis in various centers, and know how to direct students to appropriate support services (e.g. career counseling, study abroad, etc.)
   - **c. Develop interventions to reduce the prevalence of Academic Probation (AP)/Subject to Disqualification (SD), particularly among vulnerable populations** [6]
   - **d. Provide ample, high-quality resources for students to develop a sense of community and belonging so they can feel supported culturally, socially and academically** [7]
     - i. Provide resources to increase and strengthen the availability of living-learning communities, tutoring centers and advising services
     - ii. Augment the Orientation and Fall Welcome events to maximize student academic and social acculturation
     - iii. Expand and centralize the coordination of First-Year Experience (FYE) programs
     - iv. Increase resources for programs designed to acculturate and support international, first-generation, URM and low-income students
e. Develop a digital communications plan to make support services more visible and remove stigmatization from student perceptions of these services [8]

f. Particularly given rapidly escalating tuition costs, increase efforts to help students graduate in four years, without diminishing the quality of their education
   i. Have departments address road blocks caused by pre-requisites
   ii. Add flexibility to major requirements
   iii. Consider changing the size of the major and sequence of courses
   iv. Ensure that advising adequately helps students understand how to select courses and plan for their future after UC Davis.

g. Increase collaboration between programs providing support to student community [9] (e.g. library partnership with campus educational support groups to improve the student learning experience on campus)
2. Faculty: Align faculty priorities with campus strategic priorities

a. Be strategic in faculty hires [10]
   i. Hire faculty with the ability to teach specific rapidly growing areas while simultaneously strengthening research portfolios
   ii. Replace retiring faculty based on strategic priorities
   iii. Strategically hire faculty who will strengthen programs that are “pillars of excellence” for the campus; include both hires of prominent individuals at tenured level as well as nurturing entry level faculty to become future stars
   iv. Recruit and retain staff and faculty who are invested in research excellence. Hire faculty likely to contribute to the national scholarly reputation of department/campus as well as a commitment to provide quality teaching and public service
   v. Emphasize strategic hiring of faculty members who are the “best” for the university as a whole, in addition to enhancing the excellence of the individual unit
   vi. Prioritize new faculty FTE hires that benefit multiple departments and/or graduate groups. Encourage and facilitate graduate training and advising by external Ph.D. scientists, either as adjunct faculty or paid lecturers.
   vii. Make appointment policies more flexible, with greater emphasis placed on publication record and teaching evaluations
   viii. Hire junior level faculty who can be developed - potential ‘stars’ - along with a select number of senior hires to address senior faculty retirements

b. Encourage collaboration in recruitment, appointments, teaching and research [10] ³ Coordinate recruitment among departments when possible
   i. Imagine faculty recruitment, wherever possible, not as the responsibility of a single department but rather as an appointment with potential resonance across units
   ii. Enhance collaborations between basic biologists, Colleges of Engineering, CA&ES, and the School of Medicine
   iii. Develop academic planning guidelines towards prioritizing FTE jointly by coordinating position requests that best meet common research and teaching needs of aligned departments
   iv. Endorse the “Target of Excellence” approach to hiring a small number of senior faculty who will be expected to lead campus research strategic initiatives
   v. Consider joint appointments between departments to meet common teaching needs that are not the highest priority for an individual department; clarify policy and expectations for joint faculty appointments
b. **Enhance faculty recognition, awards and incentives [11]**

i. Increase faculty incentives for cross-department and non-teaching work including participation in graduate education. This participation includes support of graduate students in writing, administrating and other requirements of training grants; becoming a department liaison in support of undergraduate students’ international abroad education; and mentorship of international students, students from underrepresented minority communities, etc. These faculty incentives might include:

   1. Adjusting faculty teaching load to account for these additional activities, e.g. teaching one less course and/or counting faculty instruction of graduate group courses as part of faculty members’ normal teaching assignment
   2. Clarifying and perhaps revising procedures for faculty “credit” for team-taught courses
   3. Providing supports for faculty who spearhead and/or administer efforts to obtain large training grants that employ graduate students
   4. Equitably recognizing faculty participation in these endeavors
   5. Providing a financial fee for these additional efforts

ii. Evaluate and make changes, where appropriate, to the ways in which faculty work-load is determined (e.g. looking at degrees awarded by HArCS rather than how majors are measured by the campus may be a more useful way of determining workload)

iii. Invest in university’s research enterprise and support faculty’s competitiveness for external research grants

   1. For faculty in fields where relatively little funding is available for their own research, one possible technique is the practice of automatically “topping off” the stipends offered by funding agencies: the university makes up the difference between the salary offered by a competitive extramural grant and the faculty’s annual salary
   2. Align efforts between research and graduate education; coordinate announcements for research opportunities that include graduate training between the Office of Graduate Studies and the Office of Research. Increase dialogue between both offices to ensure UC Davis capitalizes on ways to strengthen both research and graduate education efforts
iv. Increase appreciation on the campus for the value to all individuals and the institution of external recognition of individual faculty accomplishments. (There are many more details of these in Chancellor’s Award Committee report).

1. Develop mechanisms to raise awareness of major awards in many of the fields where UC Davis is the strongest
2. Provide standard and consistent templates for listing awards and accomplishments on departmental Web sites
3. Provide consistent support and encouragement across the campus, particularly by deans and department chairs
4. Place the nomination effort in the context of the increasing burden of administrative paperwork. Eliminate some of existing tasks so that additional time and resources can be devoted to the creation of real excellence and to its recognition through awards
5. Generate a database within each unit listing the awards available to their faculty
6. Value colleagues who nominate others for awards, and increase recognition of this activity as part of the merit and promotion process
7. Mentor colleagues on how to write effective nominations

c. Develop creative solutions to expand teaching capacity [12]  
   i. Facilitate instruction by non-senate faculty
   ii. Develop college- and campus-wide guidelines defining teaching expectations and faculty teaching load
   iii. Develop creative strategies for senior faculty to retire while continuing to contribute academically
   iv. Prioritize TA support for science courses with lab sessions
   v. Address issue of reduction of small labs. Possible options include revisions of course materials, fee criteria and RAC formula. Encourage departments to reconsider and seek ways to streamline their curricula by prioritizing and/or reducing laboratory and studio courses
   vi. Better manage enrollment, e.g. recruit more students who intend to major in HArCS and DSS to help the campus avoid the expense of introductory science courses for students who will not persist in majors that require these courses
d. Support skill development of instructors, including faculty and teaching assistants [13]

i. Further develop and implement instructor and faculty pedagogical workshops geared toward new faculty and TAs

ii. Explore and determine feasibility of establishing a mandated pedagogical training as a component of faculty orientation and for all instructors and TAs who receive sub-standard student evaluations

iii. Develop online resources for instructors and TAs to support teaching strategies that enhance student learning

iv. Expect senior faculty to mentor younger faculty, to develop and retain a generation of mid-career leaders. Develop unit-specific programs that teach senior faculty how to mentor more effectively, matching senior and junior faculty across different programs where appropriate

v. Develop metrics to be used in evaluations of teaching effectiveness (Division of Social Sciences)
3. **Graduate Students: Enhance environment of graduate student success as integral to UC-Davis excellence**

   a. Leverage additional human resources for graduate education and support [14]
      
      i. Encourage participation of Academic Federation (AF) members and adjunct faculty in graduate education to increase graduate student numbers and size of graduate groups. Give partial I&R appointments to AF personnel who are interested and dedicated to teaching
      
      ii. Ensure enough faculty FTE to teach graduate programs
      
      iii. Encourage and facilitate graduate training and advising by external Ph.D. scientists, either as adjunct faculty or paid lecturers. Make appointment policies more flexible, with greater emphasis placed on publication record and teaching evaluations.
      
      iv. Investigate possible areas of course overlap where cross-listing courses are possible, to allow faculty to develop more advanced or graduate level classes
      
      v. Charge the Office of Graduate Studies to create a plan that sets graduate group teaching load expectations and provides mechanisms for “trade-out” or “buy-out” between Schools, or to recommend a suitable alternative
      
      vi. Consider administrative mergers for graduate groups
      
      vii. Increase summer funding for continuing students.

   b. **Foster graduate student community and recognition** [15]
      
      i. Explore the development of a graduate student center
      
      ii. Support increased communication among graduate students
      
      iii. Assess the need for graduate student housing and childcare resources
      
      iv. Recognize and reward Engaged Scholarship; create Graduate Student Award for Engaged Scholarship; publish research of graduate students through university imprint and posting on website

   c. **Enhance and innovate graduate student education and training** [15a]
      
      i. Leverage faculty interests and strengths to offer unique opportunities for students that attract the best and brightest
      
      ii. Develop graduate training partnerships with government, agriculture and private industry
      
      iii. Identify areas of excellence for post-graduate training
      
      iv. Align efforts between research and graduate education; coordinate announcements for research opportunities that include graduate training between the Office of Graduate Studies and the Office of Research. Expand dialogue between the offices to ensure research and graduate education efforts are strengthened
      
      v. Assess all graduate programs periodically, not only to gauge faculty productivity, but also to review performance measures such as selectivity in admissions, time to degree, and above all, the placement record of graduates
4. **Diversity of Students and Faculty: Diversify students and faculty**

   a. **Develop creative and aggressive student recruitment strategies [16]**
      
      i. Be deliberate about diversity goals and aggressively recruit students to achieve a balanced class including demographic, specialty and geographic representation
      
      ii. Support programs, such as King Hall Outreach Program, that are designed to increase the supply of socioeconomically disadvantaged and first generation students who could be competitive for admission and enrollment
      
      iii. Examine student recruitment materials and procedures, admissions criteria, curricula and advising for barriers to student diversity and to develop a concerted effort to recruit and retain a student population that more closely reflects the diversity of California
      
      iv. Create a diversity advisory group, including alumni and other professionals, to facilitate outreach in minority communities
      
      v. Partner with community practice groups to increase exposure of underrepresented minority (URM) communities in particular disciplines and fields
      
      vi. Develop a pipeline of URM candidates, including tapping into URM undergraduates interested in related fields and training programs, leverage creation of pre-professional programs at UC-Davis, and broaden admission requirements in appropriate professional schools
   
   b. **Recruit and retain faculty of color [17]**
   
      i. Stem the tide of strong faculty of color being picked off by other universities by addressing issues of workload, “telling the story” of their successes and increasing financial support and recognition
      
      ii. Expand faculty FTE in departments and fields largely populated by diverse students and faculty
      
      iii. Invite and aggressively recruit scholars of color to apply for all new faculty positions
      
      iv. Identify and work to mitigate any barriers that either inhibit faculty of color from applying to UC Davis or leading to their success once they are hired
      
      v. Maintain ongoing discussions about areas of scholarship that may be attractive to scholars of color; factor these areas into job descriptions whenever feasible
      
      vi. Recruit faculty as needed to support strategic initiatives and for succession planning; specifically recruit persons of color
   
   c. **Support programs and departments that draw diverse students and faculty [18, 18a]** Ensure adequate funding for those programs that draw diverse students and faculty, and are in particularly close relationship with the needs of diverse communities, locally, state-wide, and nationally
d. **Create a supportive atmosphere for students and faculty of color [19]**

i. Revise advisory and governance structures to reflect the needs of the entire community, including faculty, students, researchers and staff

ii. Create an environment where all people feel included, valued, celebrated and respected that foster faculty and staff success

iii. Provide ample, high-quality resources for students to develop a sense of community and belonging so they can feel supported culturally, socially and academically, including living-learning communities and expansion of STEP programs to include other students
5. Curriculum, majors and departments: Revise curriculum, majors and departments to better serve students and address world challenges

a. Develop new and/or merged majors and departments [20] 
   i. Reconsider the overall number of majors offered and consider their alignment with programmatic areas
   ii. Simplify delivery of undergraduate curricula through coordination using umbrella majors with tracks, if applicable
   iii. Explore possibilities of new degree programs that reflect student and/or professional interest and may create new sources of revenue
   iv. Consider new undergraduate majors, such as business and pre-veterinary medicine
   v. Identify areas in the humanities that can work with other areas and tap into resources not usually available (e.g. technocultural studies that bridges arts, sciences and engineering)
   vi. Undertake strategic planning to determine possible re-alignment of departments and programs
   vii. CA&ES is merging departments and prioritizing departments for reinvestment that reflect internal realities of decreased funding and aging of faculty, student interest, changes in the field and future challenges facing society

b. Consider changes in curriculum to better align student skills with what will be needed in graduate work and post-graduate employment [21]
   i. Increase quantitative skills of undergraduates in life sciences
   ii. Build writing and /or speaking skills of undergraduates
   iii. Increase curriculum flexibility for undergraduate and graduate students
   iv. Identify emerging research areas that can serve as the foundation for multi-disciplinary training graduates
   v. Increase ability of graduate students to teach and communicate with non-specialists
   vi.Expose students to disciplines outside of their own, e.g. expose Engineering students to non-engineering disciplines with whom they will interact after graduation, such as business, economics and policy

c. Develop innovative ways of teaching and learning, and prepare students for lifelong learning [22]
   i. Integrate IT and ongoing research on educational effectiveness to develop and enhance the best innovative and technology-assisted approaches to learning and student success, especially those that leverage online technologies; this will help meet student needs and increase availability of impacted courses
   ii. Use IT to support students and faculty to better interact with each other and peers nationally and globally
   iii. Develop new online programs in IT and computer science (UC Extension)
   iv. Identify and implement assessment methods that document positive impact on student success
6. **Financial resources: Strategically direct financial resources and supports that undergird campus priorities**

   a. **Increase fundraising and financial support for graduate students** [23]
      
      *It was noted that fundraising for graduate students at UC-Davis is far below comparable institutions* in order to:

      i. Reduce or, at minimum, limit increases of graduate tuition and fees

      ii. Support graduate student TAs and develop policies that reverse the trend that it is becoming more cost-effective for faculty members to employ post-doctoral scholars instead of graduate students. This is being caused by increasing tuition and fees and the requirement that non-resident tuition must be paid from the funding source supporting graduate student researchers

      iii. Examine constraints and develop guidelines for more predictable access to teaching assistant positions among graduate groups and enable guaranteed support packages for students in graduate groups

      iv. Increase diverse revenue for graduate students including fellowship support, block grants, summer funding opportunities, recent fellowship initiatives, and access to information about funding opportunities, financial aid, etc.

      v. Examine incentives for enhancing capacity for supporting graduate students as GSRs. Specifically, consider reducing the revenue stream tax on research dollars used to support graduate students

      vi. Redirect a portion of teaching budget to graduate students with mentored teaching experiences and include students in course development and teaching. Model: Chancellor’s Teaching Fellowship

      vii. Ensure sufficient and equitable support for graduate program administration and staffing levels among graduate groups

      viii. Consider changing proportion of in-state and out-of-state students

   b. **Address the economic impact of rising student fees** [24]

      i. Increase the funds available for student financial aid to ensure UC Davis can compete for students in demand at elite schools across the country and be economically accessible to graduate students programs, by prioritizing fundraising for student scholarships and providing a portion of professional fee revenues

      ii. Subsidize tuition for students from certain parts of the world to achieve a more geographically diverse student body
c. **Invest strategically; ensure adequate funding, faculty, space and support for programs that: [25]**

i. Have been successful in creating revenue opportunities

ii. Draw diverse students and faculty

iii. Have high student demand

iv. Serve a large percentage of the undergraduate student body

v. Need additional funds to stay abreast of field that is changing significantly, or to stay competitive

vi. Support the land-grant mission of UC Davis, which can include the rich array of cultures in our region, the aspiration to increase cross-campus collaborations, and the goal of enhancing transnational perspectives

vii. Make cuts strategically;

   1. Recommend reductions in FTE that are not across the board, but are, instead, responsive to set priorities.
   2. Make difficult decisions that may perhaps prove beneficial in the long run

viii. Ensure that future investments do not simply undo past reductions; e.g. develop a set of “key performance indicators” to help guide future decisions about FTE allocations (mutually agreed-upon by Dean’s Office and Faculty Advisory Committee and/or Budget Advisory committee, perhaps similar to the ones used effectively at the University of Michigan) (*HArCS 2013*)

ix. In determining future investments of resources, assess the consequences of the current reductions, along with increasing understanding about opportunities presented by student interests, and developing focused and effective strategies for innovative growth
7. **Library: Transform the Library into an Academic Hub that promotes the effective and innovative use of digital information resources**
   a. **Develop a compelling “virtual library’ experience that** [26]\(^\text{17}\):
      i. Incorporates remote, digital resources and accommodates remote online users
      ii. Improves library user’s online interaction with the library’s digital collections, i.e. virtual spaces including portals or gateways that are custom windows to information sources and services arrayed for instant discovery and ease of access
      iii. Incorporates technologies that aid collaborative, interdisciplinary discovery and learning efforts
   b. **Increase UC Davis’s research impact** [26a]\(^\text{18}\)
      i. Develop high quality, scalable research data curation tools and services
      ii. Provide library services that foster research collaborations among faculty, students and researchers at UC Davis and beyond
      iii. Create partnerships that facilitate cost-effective enhancement of research resources and tools, e.g. UC Davis library goal to partner with UC library system and UC Davis technology groups to develop excellent and cost-effective online infrastructure, tools and services in support of e-research
      iv. Align library’s organizational structure to support increasingly diverse, interdisciplinary and global initiatives
      v. Facilitate strategies for publishing research that encourage open sharing of information and reuse of data
   c. **Develop library spaces that serve a diversity of teaching, learning and research needs** [26b]\(^\text{19}\)
      i. Increase and improve library spaces for private study and reflection, and interactive, cross-disciplinary collaboration - particularly for students
      ii. Leverage strategic advantages of each library location to develop synergistic services with local academic and research programs
      iii. Define spaces that enable effective library staff interaction with community, academic and research units, such as “incubator” cafes for informal exchanges among faculty, staff, students and outside entrepreneurs and white-board covered walls that support impromptu scholarly dialogues
      iv. Ensure that library spaces are welcoming, and include appropriate technologies
8. **Facilities: Increase facilities to maintain UC-Davis as a top-ranked university and to support the expansion of student body**
   
   a. **Improve infrastructure to support student learning** [27, 27a] (e.g. classroom facilities and housing arrangements that encourage ongoing study and learning)
   
   b. **Develop a University-wide strategic plan for facilities development** [28] Many colleges and programs in the humanities, social sciences and sciences articulate a strong need for repaired, upgraded and/or expanded facilities. The *Blue Ribbon Committee on Graduate Students* also called for consideration of a graduate student center
2. Drive Innovation at the Frontiers of Knowledge

*Building on the interdisciplinary strengths of its faculty, UC Davis will promote a collaborative environment that spurs innovations in learning and research by discovering ideas that take shape at the frontiers and intersections of academic disciplines.*

**Themes:**

1. **Institutionalize support:** Institutionalize support for collaborations, partnerships and interdisciplinary work

2. **Research:** Incentivize and support innovative research and researcher excellence

3. **Faculty:** Align faculty incentives, hiring and recruitment to advance innovation

4. **Graduate Programs:** Develop graduate programs that address issues of our time

5. **College, Department, and Classroom innovations:** Innovate to meet student and world needs

6. **Partnerships:** Foster relationships and partnerships between UC Davis, government, and the community, to solve economic, political, social and environmental problems in California

7. **Address national and global challenges:** Augment the strengths of current research and outreach to address specific grand challenges for the 21st century
1. **Institutionalize support:** Institutionalize support for collaborations, partnerships and interdisciplinary work
   a. **Proactively identify potential new collaborations [28a, 28b, 28c]**
      i. Periodically convene groups of faculty, including centers, ORU directors, program graduate and graduate group chairs, across schools and colleges to proactively identify emerging interdisciplinary teams especially in areas of strategic focus. Identify emerging research areas that can serve as a foundation for multi-disciplinary training grants
      ii. Institute structures within divisions that include non-division faculty, such as the Division of Social Science’s Institute for Social Services that identifies opportunities for innovative collaborations on an ongoing basis.
      iii. Identify and support schools and departments that are particularly poised to engage in interdisciplinary approaches and/or are interested in collaborative work. Enlist support from campus leadership to encourage collaboration across divisions, schools and centers
      iv. Use current and future DE status to encourage cross collaboration and interdisciplinary work
      v. Merge programs and departments where possible and appropriate
      vi. Identify areas of course overlap and cross-list courses
   b. **Evaluate and strengthen existing collaborations [29]**
      i. Encourage continued and expanded collaborations with other scholars on UC Davis and other campuses
      ii. Increase resources to interdisciplinary programs that facilitate a greater understanding of both the diverse communities of California and their interaction with their communities of origin
      iii. Support co-teaching courses of common interest with other departments
      iv. Identify areas of course overlap and cross-list courses
      v. Identify and support expansion of interdisciplinary work of Humanities departments in teaching and research (e.g. American studies, African American Studies, Technocultural Studies, Chicano/a Studies)
      vi. Support programs that bring together different colleges on campus
      vii. Target and support current collaborations as well as programs that need attention in order to successfully fulfill potential for strategic collaboratives
         1. Expand engineering’s efforts to develop hardware and software to collect, understand and utilize the highly complex information available
         2. Develop a more organized and central focus for bio-energy work
         3. Support further collaboration between language, literature, ethnic studies, and study of international cultures
c. Create physical spaces that foster collaboration [30]22
   i. Develop library services and spaces that foster research collaboration and interdisciplinary work
   ii. Revitalize plans for expansion of interdisciplinary research space to support emerging strength in neuroscience and other opportunistic areas
   iii. Ensure that the existing state of the art facilities of IMS laboratories and the NC2 facility are kept up to date; this may require development of personnel and business models that can make these facilities sustainable
   iv. Consider alternative organizational or space utilization constructs that promote more interaction between engineering disciplines and expose its students to non-engineering disciplines with whom they will interact after graduation, such as business, economics and policy
   v. Utilize campus physical resources that bridge with and provide support to the community
   vi. Develop and promote the whole of UC Davis campus as a public garden
   vii. Design new buildings to encourage interaction among students, faculty and staff
   viii. Identify and invest in both innovative interdisciplinary initiatives through the development of appropriate physical facilities and core resources for research

d. Build structures and infrastructures that support innovation [31, 31a]24
   i. Develop an outstanding research management infrastructure to optimally and proactively support faculty, staff and students to design, implement and manage research
      1. Assign an interdisciplinary research support administrator to assist with the preparation of large grants
      2. Right-size the interdisciplinary Research Support unit in order to provide support to any investigator preparing a large programmatic grant or training grant
   ii. Create a top-tier cyber-infrastructure as a fundamental campus priority, including ubiquitous network connectivity to facilitate continuous cloud access, knowledge sharing and collaboration
   iii. Use database systems such as Collexis to foster connectivity and support faculty seeking interdisciplinary colleagues and research opportunities
   iv. Refine library’s organizational structure to improve support for increasingly diverse, interdisciplinary and global research initiatives
   v. Consider using the graduate group “umbrellas” as a basis for re-designed interdisciplinary clusters. Departments could be members of more than one programmatic cluster, and these programmatic priority areas can be dynamic, evolving over time in response to changes in research needs
   vi. Re-assess the kinds of equipment, resources and staff support needed for research in the humanities in the areas of both technology and the library
   vii. Develop a framework for more easily creating small “virtual” organizations (i.e. research “networks”) perhaps as a kind of ‘minor leagues’ for larger
centers and institutes, or as a rapid response to emerging areas of research, or as pilot projects to get ideas off the ground. Interested faculty members could organize a group, propose an idea, and be granted minor funds, services of website designer and a “research network” title.

viii. Support the Center for Science and Innovation Studies, investigating the processes of innovation across the sciences, social sciences, humanities and professional schools.

ix. Forge state of the art, campus-wide interdisciplinary centers such as the ICEM.

e. Support innovative culture and practices to create novel interdisciplinary, and inter-professional programs, approaches and projects [31b]24

i. Sustain a campus environment in which research excellence is supported and risk taking, entrepreneurship, transparency, collaboration, and success are valued.

ii. Strengthen communication throughout the University and its schools, programs and centers, to develop a culture that encourages innovation, collaboration, and the free exchange of ideas.

iii. Ensure that interdisciplinary collaboration builds on disciplinary excellence.

iv. Educate students who can think critically and independently, and for whom innovation and entrepreneurship are second nature.

v. Create an environment where individuals from diverse backgrounds feel included, celebrated and respected.

vi. Expand general knowledge and appreciation of and for technology.

vii. Engage the talent and creativity of students, faculty/researchers, staff and alumni in addressing issues whose complexity and societal impact make them particularly challenging.

viii. Communicate interdisciplinary high quality research successes directly to public relations office for use in University messaging.
2. **Research: Incentivize and support innovative research and researcher excellence**
   
a. **Provide supportive infrastructure and efficient services to facilitate research**
   
i. Incubate and support, from conversation to grant proposal to outcome, disciplinary and interdisciplinary research areas of strength and impact
   
ii. Create electronic tools for centralized grants administration

iii. Develop standard protocols for facilitating collaborations with outside agencies, including corporate entities

iv. Ensure that discoveries are appropriately converted to intellectual property

v. Develop a transparent, simplified, and fair approach to indirect cost recovery distribution that is communicated to all constituents

vi. Define shared resources and appropriate policies to fund and administer them

b. **Ensure the highest quality of leadership in research administration that supports collaborative and interdisciplinary initiatives**

i. Include in the position description for the VCR, an expectation that s/he will participate actively in setting the national agenda for research, including identifying faculty representatives in specific areas of expertise and communicating research agendas to the faculty

ii. Recruit and retain administrators who are effective collaborators, visionary leaders and strategic managers with rigorous research agendas, and who possess vision and interpersonal skills necessary to build strong, service-oriented teams, and to communicate effectively internally and with external experts and constituencies

iii. Prioritize leadership goals that support the success of faculty researchers

iv. Formalize and make transparent methods for matching and bridge funds; review faculty workload policies, merits and promotions

c. **Actively pursue transdisciplinary research program support**

i. Develop mechanisms to promote collaborations internally and externally. Identify problems around which faculty can collaborate in the development of solutions

1. Create incentives for collaborative planning between colleges in purchase of large equipment

2. Invest in graduate students to facilitate interdisciplinary collaboration

3. Target programmatic grants

ii. Develop a criteria-based process for assessing programmatic investments. Possible criteria include addressing an important societal need; aligned with campus initiatives/priorities; novel program that will differentiate the school, etc.
3. **Faculty**: Align faculty incentives, hiring and recruitment to advance innovation
   a. **Align faculty incentives and support with the priority of developing interdisciplinary initiatives [32] [27]**
      i. In merit and promotion process, incentivize and recognize interdisciplinary research, research done in conjunction with community partners and research having a positive impact on the region, state, nation and globe
      ii. Reward faculty for collaborative work, not just single authorship; ensure that all departments and schools provide credit in merit and promotion processes for interdisciplinary creative activities, including multi-author papers and non-traditional creative products.
      iii. Provide incentives for the submission and administration of large grants, extramural funding, and knowledge transfer
      iv. Include the degree to which colleagues cooperate and collaborate with each other across disciplinary boundaries in the design of curricula and the mentoring of students as part of departmental success metrics
      v. Find ways to decrease teaching loads to allow for other priority activities
      vi. Remove academic personnel/compensation plan barriers to collaboration between health sciences and general campus units, as well as intercampus and campus national lab barriers. Charge Vice Provost, Committee on Academic Personnel and faculty personnel committees with this
      vii. Remove disincentives that discourage faculty from engaging in activities that benefit the campus research enterprise, such as serving on major grant review committees, being editors of high-impact journals, and running for offices in their professional organizations

   b. **Increase recognition for inventors, laboratories, departments and colleges that disseminate knowledge, form spinout companies, generate licensing income or otherwise bring returns to campus through innovation and entrepreneurship**
c. Recruit and hire faculty to develop collaborative and interdisciplinary work [33] 
   i. Recruit faculty who have specific combinations of research experience that will foster unity among diverse areas of interest and lead to cross-departmental interactions and collaborations 
   ii. Recruit outstanding faculty in targeted fields to tackle key questions and respond to social needs 
   iii. Hire faculty to focus on incubating collaborations in ethnic studies. Prioritize hiring FTE to strengthen California Studies emphasis (e.g. Native American studies) 
   iv. Prioritize pivotal hires that would facilitate and/or are necessary for cross-disciplinary participation, as well as in those schools where interdisciplinary efforts are not possible because faculty are currently experiencing a teaching overload 
   v. Encourage and develop coordinated faculty hiring initiatives; make joint appointments when possible. Align strategic faculty hires to support different areas simultaneously 
   vi. Provide campus support for joint or cluster hires. Allocate a cluster of faculty positions in different aspects of manufacturing that can serve across several departments or even colleges, and connect to other programs and initiatives on campus such as the energy initiative or the Graduate School of Management 

d. Align faculty hires with large investments in high cost instruments, equipment and facilities [34] 
   i. Ensure departments cooperate strategically in future hires, to share high cost instruments such as cryo-electron microscopy 
   ii. Leverage investments in equipment and facilities (e.g. new imaging and computational technologies of common interest to CBS, College of Engineering and School of Medicine)
4. **Graduate Programs**: Develop graduate programs that address issues of our time

   a. Develop a graduate-level public policy program and promote public policy applications of graduate education in both Sacramento and DC, appealing to the education needs of government employees and legislative staff [35]

   b. Partner between professional schools and academic programs in areas of emerging student and faculty interest, and of public concern (e.g. environmental law, law and technology) [35a]

   c. Develop graduate groups in areas of interdisciplinary strength in the humanities, arts and culture [36]

   d. Develop new graduate programs that will be interdisciplinary in nature [37]
      
      i. Develop specialized cross-disciplinary graduate training programs cutting across humanities, social sciences, humanities and the arts (e.g. UC Toxic Substances Research and Training Program and U. of Oregon’s Sustainable Cities Initiative)

      ii. Leverage strengths of graduate program vehicle to pursue initiatives in manufacturing. Much of emerging manufacturing technologies is interdisciplinary in nature, and will require an environment and a culture where departmental barriers are erased. At UC Davis, the graduate program vehicle is a huge advantage in that such interdisciplinary initiatives are easier to execute

      iii. Support restructure of graduate education across the entire division of HArCS to better enable cross- and intra-divisional collaborations, and build on strengths of newly recruited faculty

   e. Expand the use of designated emphases (DE) and certificate programs so that students in both departmentally based PhD. Programs and graduate groups can elect specific courses of study [38]
5. **College, Department, and Classroom Innovations: Innovate to meet student and world needs**

   a. Bring research into the classroom, creating collaborative courses with experts from around the world, and allowing truly global students to experience within their courses exceptional levels of collaboration that can’t be duplicated in a single traditional classroom [38a]

   b. Develop innovative ways to produce and deliver a new generation of online and hybrid courses to meet student needs and increase availability of impacted courses [39]

   c. Work cross-department and cross-discipline to evaluate efforts to teach skills to majors (e.g. School of Education to design a study allowing biological sciences to measure pedagogical effectiveness of their new approach to teaching intro biology)

   d. Target and support programs that need attention in order to successfully fulfill potential and strategic collaboratives [40]

   e. Enable students to effectively communicate both inside and outside of their disciplines, on campus and in communications with non-students

      i. Develop seminars for engineering students to help them build an understanding of the interaction between technical issues and public policy issues

      ii. Develop scientists’ and engineering students’ ability to communicate, including oral presentations of information, to both technical and non-technical individuals

      iii. Increase offerings of introductory science courses so that non-scientists can assess the validity, benefits, and risks of scientific claims that affect their lives, as well as build support among the general public for conservation and other environmental issues

   f. **Encourage faculty to explore structures that will enhance the study of language as a wider “campus good,”** as part of the larger campus goal of internationalization, as well as to prepare students through the benefits of knowing languages and cultures other than their own
6. **Partnerships**: Foster relationships and partnerships between UC Davis, government, and the community, to solve economic, political, social and environmental problems in California [41]
   a. Direct each college to develop a roadmap of what is required for the College to have state, national and global impacts; identify current strengths, weaknesses and strategic opportunities
   b. Pursue links to national laboratories that have embarked on a major initiative in manufacturing sciences
   c. Enrich ties between colleges and departments, and their colleagues outside campus
   d. Support visiting artist programs symposia and invite speakers that are cross-departmental [41]
   e. Provide students the opportunity to work with industry, government and community as part of their education e.g. identify opportunities for engineers to engage in politics by serving in positions such as government internships [41a, 41b]
   f. Incentivize and recognize research done in conjunction with community partners and research having a positive impact on the region, state, nation and globe [41c]
7. **Address national and global challenges:** Augment the strengths of current research and outreach to address specific grand challenges for the 21st century
   a. **Build on our unique strengths and connect to national issues to provide leadership in key areas [41d][33]
      i. Environment: Energy, sustainability, transportation, restoration and improvement of urban infrastructure
      ii. Build on UC Davis’s breadth of basic molecular, cellular and physiological research.
      iii. Continue to develop a program that integrates techniques that UC Davis researchers have developed, in order to address biological problems in a broad, system-based manner which will allow CBS to successfully tackle modern biological questions[34]
      iv. Tools of scientific discovery; adaptive methods of learning
      v. Advanced informatics that catalyze technological innovation to improve health outcomes
      vi. Secure cyberspace, reliable applications
      vii. Research that brings national prominence to issues affecting national debates such as debates regarding the growing Chicana/o Latina/o community; e.g. immigration reform, health disparities, cultural competency, juvenile justice, etc.
   b. **Build on our scientific position of having facilities and extensive connections [42][35]
      i. State of the art facilities on campus for optical, electron and scanning microscopy, nuclear magnetic resonance and mass spectrometry
      ii. Extensive connections to national synchrotron facilities and the Stanford Linac Light Source
   c. **Develop and support consortia within UC Davis’s core strengths as well as in emerging areas**
   d. **Build on our strategic geographical location as a hub of the I80 corridor linking the Bay Area and Sacramento, and close to Napa Valley and Silicon Valley, to develop leadership in areas of policy-making and business regulation in key sectors [42a][36]
   e. **Build collaboration across campus in areas of energy, environment and sustainability, including ‘environmental decision-making’; medical devices and biomedical engineering; information technology; telemedicine and imaging; food, health and agricultural life sciences; One Health (integration of human, animal and environmental health; and relationships and interactions among biological, physical, social and conceptual units [43][37]
   f. **Build on strengths that support the business community[38]
      i. Supply first-class business and management leadership to public and private medium- and large-sized organizations of all sizes
      ii. Act as a catalyst to help small, entrepreneurial companies to bring innovations to market
3. Embrace Global Issues

UC Davis will be the university of choice for international students, post-doctoral scholars, faculty, prestigious international and governmental exchange programs and research enterprises that have trans-national and global applications.

Themes:

1. **Undergraduate students who have an international experience:** Increase to 50% the percentage of undergraduate students who have an international experience

2. **International undergraduate students:** Increase diversity among international students and better integrate international students on campus

3. **Graduate students:** Expand the number of international graduate students and national graduate students who study abroad

4. **Faculty international engagement:** Increase faculty international research, teaching and outreach

5. **Infrastructure and resources:** Integrate resources to support international students, study and research

6. **Reputation:** Strengthen UC Davis’ international reputation
Specific Recommendations:

1. **Undergraduate students who have an international experience**: Increase to 50% the percentage of undergraduate students who have an international experience. Address the “5Fs”: finances, fear, family and friends, faculty, (academic) fit
   
a. **Communicate and mentor students about the importance and opportunities of study abroad [44]**
   
i. Coordinate communication across programs with incoming freshmen to make study abroad part of their college experience; include families in this communication
   
ii. Ensure cross-campus communication about international study opportunities
   
iii. Have a faculty liaison with students in each department to support international experience; ensure faculty know of international programs in their area and assist students to be able to graduate on time with study abroad
   
iv. Incentivize faculty and peer advisors to support international experiences
   
b. **Expand study abroad programs [44a]**
   
i. Create a strategic International Internships Program; bring internships together with UC Davis International Education Abroad Center
   
ii. Develop additional program options for Summer Abroad and Quarter Abroad
   
iii. Develop funding for Capacity Building Program for US Undergraduate Study Abroad
   
v. Further develop exchange programs with universities abroad
   
c. **Develop infrastructure and finances to support students’ study abroad [45]**
   
i. Set aside housing for students who study abroad for a short term (i.e. quarters)
   
ii. Provide financial support and education about UC study abroad programs which are less costly
   
iii. Through IT enhancements, extend, support and enhance off-campus learning experiences including study abroad, in-service learning, online learning and internships
   
iv. Increase staff to look for international internship opportunities
2. **International undergraduate students**: Increase diversity among international students and better integrate international students on campus\[42

   a. **Diversify international students and attract the highest caliber of students world-wide** [46]
      
      i. Subsidize tuition for students from certain parts of the world
      
      ii. Have both regional and global marketing campaigns, utilizing foreign-born faculty, current international students, and international alumni particularly for under-represented areas of the world
      
      iii. Use University extension and community colleges as pipelines; support University extension programs that support outreach, recruitment and education of international students
      
      iv. Develop profile of strengths, in addition to academic, e.g. safe campus/small town, etc.
      
      v. Improve application process: develop foreign language websites, provide quick answers to questions, expedite decision-making process, etc.

   b. **Support international students early and throughout their study** [47]
      
      i. Communicate effectively re: availability of housing for all freshmen, support services, etc. Advise on practical matters
      
      ii. De-stigmatize and increase provision of culturally appropriate counseling and academic support services such as ESL courses, tutoring, advising, and learning-skills development. This is particularly important for those fields drawing large numbers of international students
      
      iii. Continue to develop mentor program and a STEP-type program specifically geared to the acculturation and academic support needs of international students
      
      iv. Streamline academic requirements so students, particularly transfer students, can graduate more quickly
      
      v. Provide credit-bearing orientation to allow students to come on campus earlier and get information they need, get settled, etc.
      
      vi. Offer summer English language classes, either on campus or through University extension, and/or community colleges. Make seamless with orientation to campus and campus ESL classes in academic year
      
      vii. Create multilingual/multicultural information resources.

   c. **Integrate students into UC Davis student community and broader community** [48]
      
      i. Create “living and learning” spaces in dorms specifically for international and domestic students to live together
      
      ii. Fund professional positions using expertise of many programs across campus to provide more counseling, advising, etc.
      
      iii. Explore and implement programs from other universities that have been successful and are a match for UC Davis, e.g. Culture Corps that brings international perspectives into classrooms and onto campus through
experience and knowledge of international students; Small World Coffee Hour, buddy program community engagement opportunities, etc.

3. **Graduate students:** Expand the number of international graduate students and national graduate students who study abroad

   a. **Expand recruitment and financial support of international graduate students**

      i. Establish a global network of recruiters and share costs across multiple organizations; fund faculty to recruit when visiting other countries; improve international alumni coordination; and institute a seed grant program for faculty to assist with recruitment

      ii. Specifically support students from developing countries

      iii. Financially support international graduate students by waiving non-resident supplemental tuition for academic international graduate students, particularly if they are Teaching Assistants; focus efforts on USAID, World Bank and Asian Development bank loan and grant programs and foreign country ministries to provide funding to students

      iv. Strengthen, coordinate and publicize existing international programs such as law school, Chicano/a studies, Native American studies

      v. Enhance international profile through websites and staff to support marketing to an international audience

      vi. Conduct market research to determine which programs and degrees are in demand

   b. **Expand the number of international students in professional degree programs**

      i. Enhance recruitment by: attending international educational recruitment fairs; establishing international centers in targeted countries; setting up mechanisms (Skype, Yahoo messenger, etc.) for campus representatives, including graduate students, to answer potential international graduate students in real time; and creating web pages within Graduate Studies that focus on FAQs for international graduate students

      ii. Decrease response time for applications, speed up process for awarding scholarships and fellowships

   c. **Develop programs and curriculum to enhance the University’s global reach**

      i. Increase the number of certificate programs and promote the creation of MA degree programs without a research component

      ii. Develop curriculum integrating globalization, responsible business ethics, and sustainability, and create deeper partnerships with schools around the world

      iii. Expand joint undergraduate/master degree programs and develop agreements with premier international universities

      iv. Provide web-based international graduate training programs

   d. **Expand opportunities for national graduate students to study and research internationally**
i. Increase support for graduate international and conference research travel
ii. Develop exchange programs with universities abroad

4. **Faculty international engagement**: Increase faculty international research, teaching and engagement

   a. **Value, recognize and reward faculty international engagement** [53, 53a]
      i. Revise the APM to include language that recognizes and rewards international engagement earlier in professors’ career
      ii. Provide research assistants, travel and research stipends to encourage faculty and give the time to produce cutting edge scholarship
      iii. Enhance IT to expand the community of scholars and researchers
      iv. Provide more faculty incentives for international experiences and research
      v. Align internal research programs more strongly with emerging USDA-AFRI programs, especially global climate change

   b. **Coordinate on information related to faculty international engagement** [54]
      i. Map international activity by capturing and classifying information on international activities in individual administrative units that is shared in a central database. Include co-authoring with international collaborators
      ii. Create a Global Administrative Support network across administrative units to address issues and create a Tool Kit for global operations
      iii. Centralize and standardize MOU authorization
      iv. Choose places strategically with which to partner; this is currently reactive. Explore the development of strategically located regional research and teaching centers based on current AOCs and in countries that are a match for UC Davis’ strengths

   c. **Invest in services that support faculty international engagement** [55]
      i. Review effectiveness of UOIP programs and invest in those that most efficiently promote faculty international engagement and contribution to higher international university rankings
      ii. Hire staff to identify opportunities and work with faculty to apply for non-traditional resources
      iii. Increase support for Area Studies programs, especially short-term faculty exchanges; identify and support programs currently teaching abroad
      iv. Expand faculty services and support in the areas of international funding, proposal submissions and creating partnerships for new initiatives and learners to people from peer universities, research entities, industries, governments, and NGOs worldwide
d. Identify and cultivate current and emerging areas of research that have a global application and perspective \([56]\) \(^{46}\)
   i. Approach technology research innovation, application and education from a trans-national and global perspective.
   ii. Explore the development of a center dedicated to international economics.
   iii. Continue to support Globalization and International Studies programs that provide international visibility and invest in development of majors such as Middle East and South Asia studies, East Asian Studies and International Relations, further augmenting outreach programs to foreign students.
5. **Infrastructure and Resources:** Integrate resources to support international students, study and research
   
   a. Reorganize structure that is currently uncoordinated and lacks authority
      Provide a single person in command, reporting to highest levels of administration. An alternative or supplement is to create a small coordinating board [57]
   
   b. Revisit division of labor between UOIP and University Extension; minimally share best practices [58]
   
   c. Identify, support and publicize programs that attract international students and/or have international components [59]
   
   d. Develop an international center – physical or virtual – to bring all component parts of “international community” together, including international students and faculty as well as students and faculty who have had international experiences and international scholars [60]

6. **Reputation:** Strengthen UC Davis’ international reputation
   
   a. Enhance international profile through websites and staff-supported marketing to an international audience [61]
   
   b. Expand, coordinate, support and better publicize and focus already existing international programs [62]
   
   c. Enhance awareness of UC Davis programs that have international components [63]
   
   d. Enhance and expand participation of international scholars at UC Davis [64, 64a]
      
      i. Support faculty hires in areas that address international scholars who are unable to publish their work in their home countries
      
      ii. Identify opportunities for summer enrichment programs inviting visiting scholars from abroad to teach upper division courses
      
      iii. Host national and international meetings on campus in areas of identified research strength and priority
4. Nurture a Sustainable Future and Propel Economic Vitality

UC Davis will be the pre-eminent university partner in advancing the economic prosperity of our region, fostering the burgeoning life-science, agricultural and “clean energy” industries of California, and in investigating and sharing socially, politically, economically and environmentally relevant solutions to global problems.

Themes:

1. **Geographic identity:** Build on UC Davis’ geographic identity to contribute to the Bay Area’s ecology of innovation

2. **Partnerships with business:** Deepen partnerships with regional entrepreneurial and business organizations

3. **Dissemination:** Maximize the dissemination of the knowledge, practice and products generated within UC Davis

4. **Collaborations:** Build strong collaborations across UC Davis and other academic, government, agricultural and business partners

5. **Curriculum and training:** Re-design curriculum and training programs to meet current and future society needs and better prepare students for careers in a changing global economy

6. **Leadership:** Provide leadership in the fields of life-science, agriculture and “clean energy”
Specific Recommendations:

1. **Geographic Identity:** Build on UC Davis’ geographic identity to contribute to the Bay Area’s ecology of innovation. Acknowledge UC Davis as the northernmost university of the San Francisco Bay Area located literally where the Valley meets the Bay\(^4\)
   a. Introduce science, health, and engineering students into biotech, IT and pharma research networks through internships, summer schools and conferences at Bay Area industries and universities [64b]
   b. Identify pedagogical complementarities to establish opportunities for teaching and training collaborations between UC Davis and Bay Area universities (e.g. Harvard and MIT recently synchronized their academic schedules to allow students to cross-register with virtually no hindrance, and teaching collaborations are increasing between Duke and UNC)
   c. Increase interaction and collaboration between arts and humanities graduate programs and museums, galleries, art schools and artistic community of the Bay Area [65]
   d. Aggressively explore corporate partnerships in vital Northern California realms of IT, healthcare, agriculture and biotechnology [66]
   e. Expand partnerships with state government agencies and with the UC national laboratories; consider IT collaboration for mutual benefit.
   f. Advance public policy activities through UC Davis’ leadership position of the UC Center at Sacramento\(^5\)
2. **Partnerships with business:** Deepen partnerships with regional entrepreneurial and business organizations

   a. Align campus investment and support with successful programs that have a demonstrated or known potential to build economic partnerships with industry and community groups [66a]

   i. Identify campus programs that have demonstrated success in this area, or are known to be of interest to local and regional partners

   ii. Ensure these programs have adequate resources, including facilities, faculty and funding (e.g. design, tech transfer, biological science research, etc.)

   iii. Support linkages between study and economic opportunities after graduation

   iv. Prioritize long term relationships with industries that uphold the university’s mission in business development and tech transfer

   v. Maximize support for research programs when building industry relationships (sponsored research, affiliate boards, translational research), recognizing the value of direct research support relative to total licensing income

   b. **Leverage UC Davis’ resources, including faculty, alumni, and programs, to build partnerships and enhance our brand**

   i. Leverage opportunities such as the non-degree executive education program to enhance visibility, grow our brand and generate new financial resources while providing a valued service to the business community

   ii. Leverage the faculty’s expertise and research to build long-term partnerships with companies and executives to help them achieve and sustain their business goal

   iii. Facilitate faculty involvement and interaction with industrial partners

   iv. Provide incentives for industry to utilize UC Davis facilities (e.g. manufacturing)

   v. Strengthen Dean’s Advisory Council and Advisory Cabinet with senior executives – growing sphere of influence, better operations, and financial contributions to UC Davis

   vi. Better leverage our alumni community

   vii. Institute an industry day to exhibit the results of the University in its many research and entrepreneurial areas and invite local, national and international enterprises
c. Provider greater focus and support in the area of manufacturing, in response to the U.S. administration’s emphasis in this area [67]
   i. Leverage IMS labs, the highly equipped research labs in the area of machine tools
   ii. Create a center or another appropriate structure to enhance the number and nature of faculty involvement in the area of manufacturing.
   iii. Make institutional commitment to manufacturing with allocation of resources
      1. Allocate a cluster of faculty positions in different aspects of manufacturing that can span several departments and/or colleges and connect to other programs and initiatives in campus
      2. Address the singular reliance on one faculty member in this area
      3. Allocate staff and support for research labs in manufacturing

d. Build on UC Davis Extension programs that fit into the University’s priorities
   i. Support leadership programs that help leaders in fields the University is interested in promoting, and support experiences for land use and sustainability students
   ii. Develop strategic plans to facilitate social and political initiatives and research
   iii. Develop online courses, summer sessions and other programs and partnerships that enhance enrollment, including from international students
3. **Dissemination:** Maximize the dissemination of the knowledge, practice and products generated within UC Davis\(^5\)\(^5\) [  
   a. **Build an organizational culture to support innovation and dissemination**  
      i. Create a space with the campus culture for faculty to increase their involvement in and commitment to technology transfer and commercialization (TT&C)  
      ii. Communicate the value and central mission of TT&C at senior leadership levels (Chancellor, Provost, COVC and Deans) and publicize across campus and to the general public  
      iii. Recognize both the central role of inventors as well as the time-sensitive value of intellectual property  
      iv. Recognize and reward knowledge transfer in merit and promotions  
      v. Expand the campus concept of technology transfer to include “knowledge transfer”  
   b. **Develop structures and training to support innovation and dissemination** [67a]\(^5\)^\(^6\)  
      i. Recruit for AVC for Tech Management and Corporate Research Relations, responsible for industry relationships, review of patent process, marketing and licensing, including identifying opportunities for enhanced revenue generation  
      ii. Form a national advisory board to advise the University on best practices and opportunities related to industry partnering and commercialization  
      iii. Increase entrepreneurship training for faculty, staff and students  
      iv. Develop an “entrepreneur-in-residence” program; partner to develop an incubator  
      v. Establish a Proof of Concept Center that helps identify appropriate strategies and, through competitive funding of internal grants, to demonstrate the value and reduce the risks associated with inherently early-stage university inventions  
      vi. Increase collaboration with the Center for Entrepreneurship around existing and new educational and networking programs, such as business development certificates for science and engineering researchers, Entrepreneurship Academics, Bit and Little Bang business competitions, coursework for Innovation and Entrepreneurship, and entrepreneurial mentor networks  
      vii. Provide educational and networking opportunities for faculty, staff, and students to develop and demonstrate the commercial value of their inventions.  
      viii. Establish a UC Davis alumni and affiliate network to better connect researchers with valuable partners across the spectrum of TT&C activities  
      ix. Communicate the value and central mission of TT&C at senior leadership levels (Chancellor, Provost, OVC R, and Deans) and publicize across campus and to the general public.  

c. Improve the campus’s technology transfer and commercialization structure and culture  
   i. Restructure UC Davis’ technology licensing organization  
   ii. Focus on risk mitigation rather than eliminating risks of conflict of interest and/or lost revenue in tech transfer  
   iii. Conduct an analysis of future licensing opportunities  
   iv. Develop a more business development orientation to InnovationAccess activities  

d. Improve the campus’s technology transfer and commercialization processes  
   i. Improve processes for patent, marketing and licensing, development of start-up companies, and Material Transfer Agreements (MTAs)  
   ii. Seek delegated authority to enter into agreements that are exceptions to UC policy  
   iii. Create a tracking system for use by office, oversight board, and inventors that provides transparency, stats, and accounting on all cases  
   iv. Conduct a thorough analysis of current workloads and assign cases differently  
   v. Develop a strategic plan for record keeping and data management; re-establish access to sponsored projects database  
   vi. Clarify decision-making for new cases  
   vii. Increase staff and resources in this area, including administrative support  

e. Improve processes for Material Transfer Agreements InnovationAccess  
   i. Initiate a preliminary, science review of MTAs  
   ii. Enable department administrators and PIs to initiate MTAs  
   iii. Enable more web-based MTAs  

f. Create a new office combining InnovationAccess with Industry Research agreements and reporting into the Office of the Chancellor  
   i. Prioritize strategy and structure of new office to enable the University to foster long term relationships with industry that uphold the University’s mission  
   ii. Maximize new office’s support for research programs when building industry relationships  
   iii. Concentrate decision-making authority within this new office for all technology licensing and industry research agreements  

g. Enhance the structure for InnovationAccess  
   i. Develop a strategic communications plan for InnovationAccess that improves outreach to campus  
   ii. Create a dashboard of metrics to measure and annually track the performance of InnovationAccess  
   iii. Develop a new unit within InnovationAccess to enhance ability of UC Davis and InnovationAccess to start new companies  
   iv. Develop and adopt a revised mission statement for InnovationAccess, presenting it as a proactive and enabling organization, endorsed by campus leadership
4. **Collaborations: Build strong collaborations across UC Davis and with other academic, government, agricultural and business partners**

   a. **Strengthen collaboration within the University of California in all mission areas**

      i. Lead UC System initiatives in selected areas
      ii. Consider providing joint graduate training experiences in appropriate fields at particular UC campuses
      iii. Participate in the UC Global Health Initiative

   b. **Collaborate with industry and agriculture**

      i. Seek ideas and support from industry for senior projects in appropriate fields
      ii. Develop relationships and build collaborations with enterprises throughout the region that will yield mutual support. Task Office of Outreach to work with UC Davis schools and programs in this endeavor

   c. **Enhance interactions with non-governmental and non-profit organizations**

   d. **Strengthen relationships with other academic institutions**

      i. Continue to build relationships that serve as pipelines for students who meet specific programmatic needs (e.g. rural, URM, etc.)
      ii. Collaborate with other graduate and professional schools to support innovative educational approaches
      iii. Promote translational research expertise to health and other professional schools outside of UC Davis
      iv. Pursue research collaborations with schools and other organizations outside of UC Davis
      v. Provide leadership in public policy through management of the UC Center at Sacramento (UCCS) on behalf of the university system
      vi. Develop strong alliances with extension programs and community colleges
5. Curriculum and Training: Re-design curriculum and training programs to meet current and future society needs and better prepare students for careers in a changing global economy

a. Prepare professionals who are trained to address the requirements of their profession, as well as broad societal needs [68c]
   i. Support summer and extension training and/or certificate programs for practicing professionals
   ii. Ensure teaching assistantships develop crucial market-relevant expertise and create community
   iii. Establish an Energy Graduate Group associated with UC Davis Energy Institute
   iv. Redesign the undergraduate program, including the minor, to foster the knowledge and skills of students to make impacts in society and the field of education
   v. Develop future academic leaders

b. Ensure that all educational programs offer interdisciplinary experiences
   i. Develop partnerships between professional schools and academic programs in areas most relevant to economic development for both students and communities
   ii. Support programs that combine both practical and scholarly
   iii. Apply biological and life science principles as well as traditional engineering ones across all departments within the College of Engineering; expand engineering education and research to meet the needs of the State and U.S.

c. Provide career development support and training for all [69]
   i. Focus on employability of graduates
   ii. Increase externship opportunities

d. Regularly evaluate and improve curriculum to ensure that it produces the desired result [70] Identify needs and interests of students and society and develop educational programs to meet those needs

e. Invest in programs that are relevant to local, state and global developments [71]
   i. Support Ethnic Studies Program to connect more strategically to our region and to the global flows of people, products and ideas that link our region to a larger set of human concerns
   ii. Bridge successes and build support of campus-industry partnership California Lighting Technology Center with other opportunities in design emphasis areas
6. **Leadership:** Provide leadership in the fields of life-science, agriculture and “clean energy”\(^{63}\)
   
a. **Share educational expertise and best practices locally, national and internationally [72]**
      
      i. Conduct and publish peer-reviewed research on educational methodology
      ii. Consider marketing educational programs that advance these fields
      iii. Evaluate use of distance learning to enhance effectiveness
      iv. Explore regional collaborative efforts to share educational resources between schools
      v. Consider the development of a teaching academy to foster best practices in teaching
      vi. Recognize and reward educational investment, innovation and scholarship in faculty and staff career advancement
      vii. Host conferences that convene leaders in key priority areas for UC Davis
      viii. Partner across the campus to create training available to the public
   
b. **Support centers and programs that establish UC Davis’ leadership in these fields [73]\(^{64}\)**
      
      i. Advance the development of a center of excellence related to Food Animal Veterinary Medicine for the Western United States
      ii. Support and utilize the Land Use and Natural Resources program
      iii. Partner with multi-campus initiatives such as the California Center for Sustainable communities
   
c. **Integrate research, teaching and service across programmatic areas\(^{65}\)**
      
      i. Relate research, teaching and outreach to address the overall challenge of moving toward environmentally sustainable agricultural food systems, natural resources and communities in a changing world
      ii. Consider reorganizing CA&ES faculty and departments into three programmatic areas:
         1. Agricultural and Food Systems (AFS)
         3. Natural Resources and Ecosystem Science and Management (NRESM)
      iii. Increase research and study on environmental issues including water and air pollution, life cycle analysis and green building and manufacturing
d. Support research that builds sustainability
   i. Develop improved means of transportation, including new knowledge to help improve the energy efficiency of surface vehicles and aircraft
   ii. Expand energy sources and efficiency, including photovoltaics that directly convert sunlight to electric power, onshore and offshore wind energy, and improving the efficiency of energy use in buildings and elsewhere
   iii. Develop more sustainable practices in the field of agriculture
   iv. Establish an Energy Graduate Group associated with UC Davis Energy Institute

e. Build on UC Davis’ reputation as a sustainable campus [74]
   i. Achieve the campus’s sustainability targets and develop an aggressive campus “climate action plan”
   ii. Model energy efficiency in construction and maintenance operations and utilities consumption through pervasive and innovative application of ‘green’ technologies
   iii. Improve campus utility systems, decrease utility expenses and increase efforts to recover energy lost through existing systems
   iv. Measure building energy usage, including metering steam and chilled water usage

f. Promote collaboration across life-science, agriculture and environmental science [74a]
   i. Utilize graduate training programs to increase collaborations across UC Davis schools and colleges
   ii. Explore joint faculty recruitments and participation of representatives from other schools on search committees
   iii. Catalog faculty experiences and interests
   iv. Build upon dean-to-dean communication to identify collaborative opportunities and catalog instances of successful collaboration
   v. Explore the development of an undergraduate pre-professional curriculum with the School of Veterinary Medicine, School of Medicine and School of Nursing
   vi. Develop highly focused efforts to strengthen the alliance between the School of Veterinary Medicine and the School of Medicine. Explore the use of telemedicine to offer a virtual “one health” clinic
   vii. Reinvent the concept of AES into a campus-wide entity
5. Champion Health, Education, Access and Opportunity

Guided by its commitments to social responsibility and community engagement, UC Davis will support and sustain healthy, equitable communities, in which all will have access to the benefits of education and discovery.

Themes:

1. **Patient Care:** Provide outstanding patient care for animals and people in an efficient, compassionate and service-oriented manner, centered on the needs of patients

2. **Leadership:** Provide leadership in areas that support and sustain healthy, equitable communities

3. **Teaching:** Foster excellence in teaching in the health sciences

4. **Research:** Capitalize on large and diverse clinical caseload to support excellence in translational and clinical research

5. **Access:** Encourage access to higher education and the many resources of the university, across all communities and socio-economic levels

6. **Partnerships with community:** Support partnerships of UC Davis students, faculty and programs with the community
Specific Recommendations:

1. **Patient Care:** Provide outstanding patient care for animals and people in an efficient, compassionate and service-oriented manner, centered on the needs of patients:
   a. Strengthen the teaching hospital and clinical programs. Reorient operations to meet market needs
   b. Pursue community-wide solutions to ensure care to the communities and populations we serve
   c. Develop a regional care network of hospitals, clinics and physician groups through partnerships and affiliations [75]
   d. Lead in designing and implementing best practice to assure quality care [76]
   e. Explore effective models to expand clinical program outreach, including: [77, 77a]
      i. Community-based practices
      ii. Collaborations with outside practices
      iii. Joint clinics in outlying area of animals and people (OneHealth)
      iv. Veterinary clinical facility on Sacramento campus
      v. Environmental consulting services in rural practice
      vi. Expanded use of telemedicine
   f. **Remove financial barriers and improve access to preventive medical services** [78]
2. **Leadership:** Provide leadership in areas that support and sustain healthy, equitable communities:

   a. Play a leading role in designing, implementing and evaluating interdisciplinary and inter-professional health care for the future [78a]
   
   b. Provide leadership to advance social justice and ensure health equity [79, 79a, 79b]
   
   c. Prioritize team science and interdisciplinary projects that significantly improve health care delivery and health outcomes [79c]
      
      i. Explore possibilities for developing, maintaining and restoring capable and active minds using interactive programs and brain computer interfaces
      
      ii. Incorporate eight centers, each addressing major problems in health care, into Translating Engineering Advances to Medicine (TEAM)
      
      iii. Develop IT applications for use in research, teaching and/or service
      
      iv. Develop the areas of neural engineering and stem cell engineering
      
      v. Expand research in synthetic biology
      
      vi. Support collaboration between the College of Engineering and the School of Medicine and other units to more rapidly translate research into practice
   
   d. **Be a national leader in informatics and health-care technology**
      
      i. Set the standard for applied informatics that catalyze technological innovation to improve health outcomes
      
      ii. Develop biosensors to monitor patients via telemedicine networks
      
      iii. Improve telemedicine and healthcare IT systems by improving the accuracy and sharing of records
   
   e. **Identify pressing societal problems where UC Davis can make an impact and align efforts to develop meaningful solutions**
      
      i. Engage community leaders and stakeholders in identifying societal problems for focused efforts
      
      ii. Document UC Davis’ contributions to society and the State of California
      
      iii. Ensure that UC Davis responds to regional and State needs
      
      iv. Coordinate expertise to deliver effective outreach and extension programs to key stakeholders and decision makers
      
      v. Be responsive to the State’s needs for high quality, third-party, non-partisan policy research and evaluation studies
   
   f. **Launch a new, online Health Information Exchange Professional Concentration**
3. **Teaching:** Foster excellence in teaching in the health sciences
   
a. Foster excellence in clinical teaching [80]  
   i. Align residence programs with programmatic goals and societal needs  
   ii. Elevate research and scholarly activities in the clinical training program  
   iii. Mentor exceptional residents and researchers into academic careers  
   iv. Develop clinical experiences with appropriate clinical partners  
   
b. Initiate the planning process for supporting the undergraduate program in the new School of Nursing [74]  
   
c. Increase the proportion of undergraduate classes taught by tenure track faculty, including an increase in the number of freshman seminars and seminars for transfer students [81, 81a]  
   
d. Align faculty incentives with priorities in the health sciences  
   i. Update criteria for merit and promotion review to reflect impact as well as new discipline focus areas  
   ii. Remove academic personnel compensation plan barriers to collaboration between health sciences and general campus units  

4. **Research:** Capitalize on large and diverse clinical caseload to support excellence in translational and clinical research [75]  
   
a. Promote a culture that recognizes and encourages clinical and translational research [81b]  
   
b. Establish a comprehensive clinical trials program  
   
c. Develop translational research core as a shared resource within the hospital, including shared research lab space, co-location of basic labs within clinical areas by programmatic theme, network of faculty and graduate student mentors for residents, grand rounds, seminar series, onboard procedures to align basic scientists and clinicians  
   
d. Establish a high level committee including appropriate faculty to deal with the issue of company-sponsored clinical human and animal trials  
   
e. Establish and nurture client relationships that enhance philanthropic support
5. **Access:** Encourage access to higher education and the many resources of the university, across all communities and socio-economic levels\(^76\)
   a. **Support outreach, preparatory programs and curriculum that prepare students for higher education [82]\(^77\)**
      i. Identify, support and promote programs that have been particularly successful in preparing students for college success
      ii. Articulate, with high schools, a more comprehensive and realistic college preparatory curriculum that accurately reflects the variety and quality of work performed at a college level
      iii. Offer summer courses to community college transfer students
      iv. Support skills training in language and curriculum that ensures students reliably gain a core set of abilities that undergird further study
      v. Continue to support departments and programs that provide leadership in fostering and developing outreach and service programs for students and ethnic minority communities
      vi. Expand outreach and recruitment efforts with community colleges
   b. **Target disciplines that have particularly low representation of members of under-represented minority (URM) communities [83]\(^78\)**
      i. Highlight joint UC Davis/CSU Sacramento-sponsored MESA program to encourage more participants from that program to attend UC Davis
      ii. Support programs that broaden participation of students in computing
      iii. Improve marketing and accessibility of professions that have fewer members from URM communities
      iv. Market disciplines based on career opportunities rather than on coursework required, to encourage study in academic disciplines that may seem intimidating or unfamiliar
   c. **Support research in the area of equity\(^79\)**
      i. Conduct and publish annual review of the impact of faculty and student research on issues of equity and diversity
      ii. Increase, support and retain faculty whose primary research focus is on the diverse student populations in California’s schools, with the intentional recruitment of scholars of color from those ethnic and linguistic communities
      iii. Seek strategic collaborations with other organizations and individuals on our campus, in our region, nationally and internationally to create an equitable, learner- and community-centered education system that provides college- and career-ready educational opportunities for all students
      iv. Expand, adapt, and - resources permitting - add new programs to address the emerging needs of diverse learners in the field of education
d. **Maximize community access to University resources**

i. Develop and support transformative, sustainable, and high impact publishing models

ii. Increase availability of high quality online collections digitized from UC Davis library and UC library system

iii. Improve online tools and services for library users

iv. Ensure preservation of scholarship and research

v. Support UC Davis programs that are attended by the community (e.g. Visiting Artist Program/Performing Arts Partnerships)

vi. Encourage faculty to participate in any opportunity to educate the public about issues in the sciences

vii. Expand general education offerings and develop a series of courses on Computing for Citizens
6. **Partnerships: Support partnerships of UC Davis students, faculty and programs with the community**
   
a. **Align faculty and student efforts in the community**
   
i. Develop mechanisms to match appropriate faculty with outside groups and publicize such activities
   
ii. Support tutoring opportunities and internship courses that provide UC Davis students with direct experience in the local community
   
b. **In partnership with UC Extension and public service entities, provide training, consultation, research and other professional services for organizations and agencies in the areas of:**
   
i. Human services education for Native American tribes
   
ii. Assisting families in crisis, ensuring excellence in childcare, improving child welfare outcomes, supporting youth in foster care, etc.
   
iii. Building capacity of human services agencies through custom on-site instruction, classroom courses, institutes, etc.
   
iv. Providing enhanced services to public service employees
   
c. **Support collaborations on campus and with other institutions to support equitable communities**
   
i. Regularly pursue new collaborative opportunities regionally, nationally and internationally
   
ii. Seek strategic collaborations to create an equitable learner and community-centered education system that provides college- and career-ready educational opportunities for all students
   
iii. Establish a CRESS Advisory Group to strategically deepen regional alliances and interest in CRESS collaborative projects
   
iv. Develop partnerships across campus when conducting public outreach to produce maximum impact
   
v. Merge campus and city fire departments
   
vi. Assist policy and security work by continuing to develop community and regional involvement
   
vi. Through UC Davis’ management of the UC Center Sacramento, provide leadership in supporting *The History Project* improving K-16 education in history in the Sacramento area, as well as the statewide portion of this effort, the California History-Social Sciences Project (*Division of Social Sciences*)
6. Cultivate a Culture of Organizational Excellence, Effectiveness and Stewardship

UC Davis will provide an efficient, professional administrative organization that is committed to serving and advancing the university’s academic mission

Themes:

1. **Decision Making**: Make key decisions based on campus-wide priorities

2. **Transparency and accountability**: Facilitate decision-making transparency and accountability through campus-wide strategic planning and reporting

3. **Fund Development**: Develop and support new avenues of funding

4. **Communications**: Strengthen and prioritize communication

5. **IT**: Make strategic investments in IT

6. **Culture**: Help make and support cultural change

7. **Administration**: Improve administration
Specific Recommendations:

**Decision Making: Make key decisions based on campus-wide priorities**

a. Provide central funding based on campus-wide priorities [84]
b. Align campus research expertise (i.e. faculty hires, existing groups of faculty and administrators) with societal needs and current, or upcoming funding priorities [85]
c. Develop a university-wide strategic plan for facilities development [86]
d. Make strategic faculty investments [87]
e. Emphasize strategic hiring of faculty members who are the “best” for the university as a whole, in addition to enhancing the excellence of the individual unit [88]
f. Endorse the “Target of Excellence” approach to hiring a small number of senior faculty members who will be expected to lead campus research strategic initiatives [89]
Transparency and Accountability: Facilitate decision-making transparency and accountability through campus-wide strategic planning and reporting

a. Identify groups of faculty and administrators who are charged with developing a strategic plan (vision, strategies and implementation), a framework for faculty growth, and a list of key infrastructure enhancements to increase research excellence [90] These groups would:
   i. Regularly report to the Chancellor/Provost, and the process would periodically be refreshed
   ii. Prepare white papers in specific areas that can be transferred into funding proposals

b. Charge deans, department chairs, and faculty to work together to create a unit-specific transparent policy that appropriately allocates workload [90a] teaching vs. research vs. service [93a]
   i. Make goal of the policy to equalize workloads, not equal numbers of particular kinds of tasks
   ii. Include effectiveness/fairness of this policy in the Chancellor’s or Provost’s performance evaluation of deans

c. Increase institutional support for successful departments and individuals to staunch the loss of minority faculty from UC Davis to private universities, and similarly ranked public universities [91] [84]

d. Assess and optimize the campus decision-making approach to allocation of research funds [92] (indirect cost recovery, recharges, cores, Organized Research Units, matches, bridge funds, etc.). [85]
   i. Assess Organized Research Units and centers and develop mechanisms to provide appropriate central support in a transparent manner
   ii. Charge each Center and ORU director to present an annual strategic plan and budget to his or her oversight committee
   iii. Establish clear goals, and timelines for ‘sunset plans’ for each ORU
   iv. Separate the academic evaluation of ORU’s from the assessment of whether to continue central funding
   v. After an initial limited start-up phase, ORU budgets should not exceed that of direct costs + a portion of negotiated ICR + unit-specific funds approved by deans

e. Engage in campus-wide strategic planning for research that connects national needs and interests [93] [86]
   i. Understand and help define agencies’ and philanthropists’ current and proposed funding directions, and help link them with areas of current and potential research strength at UC Davis (including the sciences, engineering, health professions, education, social sciences, management, law, the arts and humanities).
   ii. Use this planning process to determine areas for central investment in research
f. Charge the Office of Graduate Studies with creating a plan that sets graduate
group teaching load expectations and provides mechanisms for ‘trade-out’ or buy
out between schools, or to recommend a suitable alternative [94]
g. Develop, with faculty input, a facilities strategic plan that links academic planning
with priorities for new facilities and renovations, including particular attention to
common facilities [95]
**Fund Development**: Develop and support change and innovation in fund development

a. Align research priorities with emerging funder priorities [96]

b. Use communications to ensure that UC Davis research influences stakeholders’ perceptions and decisions, including those of government agencies and leaders, alumni and friends, industrial partners, and peer institutions [97]
   i. Identify high-impact research initiatives as foci for philanthropy
   ii. Make bridge funding strategic

c. **Reduce dependence on State of California public funding** [98]
   viii. Facilitate the attraction of new external research funding from government, foundations, philanthropists, and others.
   ix. Partner with industry to create products that have revenue streams, or research or activities that private industry will fund
   x. Initiate and build on programs that bring in fees

d. **Continue to expand and improve University development capacities** [99]
   i. Enhance commitment of Government and Community Relations staff to interact with faculty, and vice versa, in fundraising-related activities
   ii. Better track graduates who enter high paying careers; maintain better communication that will help in future fundraising
   iii. Improve coordination between central and unit-specific fundraising
   iv. Use centers/ORUs to highlight research areas of excellence, provide one-stop shopping for potential funders, and serve as a basis for public relations initiatives

e. **Increase and support faculty involvement in development** [100]
   i. Determine if/how faculty salaries can be adjusted to recognize and reward exceptional success in extramural funding
   ii. Provide opportunities for faculty, staff, and students to develop and demonstrate the commercial value of their work
   iii. Enable faculty to increase their involvement in, and commitment to, technology transfer and commercialization [89]

f. **Institute policies on campus that support research infrastructure and cover departmental expenses associated with acquiring research funding**; this will in turn generate new ICR for the university

g. **Target grants to research priorities** [100a]

h. **Invest and support Campus programs that have demonstrated success in building economic partnerships with industry and community programs**
1. **Communications: Strengthen communications [101,102,103]**
   
a. Improve communication (i.e. telling the story) about successes in research, teaching, and community partnerships to UC Davis campus community, as well as to the public and key external stakeholders and constituencies 101, 101a
   
   i. Improve efforts to generate media reports about research accomplishments and other notable achievements of faculty
   
   ii. Increase availability of faculty and deans to the press
   
   iii. Maximize research visibility and impact
   
   iv. Develop research funding models that attract and allocate research funds
   
   v. Encourage faculty and administrators to organize topical sessions in UC Davis’s area of competitive strength at national and international meetings and to bring such meetings to campus
   
   vi. Require centers/ORUs to publicize their activities to ensure that all campus faculty and students are able to take full advantage of the resources.
   
   vii. Emphasize special strengths and resources such as proximity to the State capital; relationships with national labs and other government, state, and private research centers; and the prominence of UC Davis-based institutes and research consortia

b. Coordinate all advancement offices (public relations, government and community relations, alumni, development, etc.) to assign responsibility for and coordinate messages about research at UC Davis [102]

c. Develop a “UC Davis brand” that is unique and distinct from that of other UC campuses and benchmark institutions. [103] Create effective and differentiating branding, marketing strategies and publicity campaigns

d. Improve communications between colleges and departments about policy changes, service positions and opportunities
   a. Link IT investments with program, facility, and research planning and priorities
   b. Centralize decision-making about IT [104] (i.e. the Chancellor’s office)
   c. Establish and communicate clear objectives and priorities [105]
   d. Assess IT needs, and invest adequately [106]
      i. Immediately start ‘always on’ network
      ii. Invest in appropriate comprehensive data base; upgrade data bases
      iii. Help systems talk to each other
      iv. Increase system capacity
   e. Ensure that all planned capital projects and programmatic expansions include IT planning [107]
   f. Integrate technology into SPO research administration processes
   g. Identify technology solutions that streamline and expedite operations [108, 108a]
   h. Remove recharge mechanisms; invite and encourage use of the cyber infrastructure
   i. Establish shared “community good services” including initial implementation of the data intensive and computation management facilities and an integrated data center strategy [109]
   j. Create the financial basis for these changes and remove barriers
   k. Establish leadership and governance for the overall effort [110]
3. **University Culture: Help make and support cultural change**
   a. **Foster a culture of success; sustain a campus environment in which research excellence is supported and risk taking, entrepreneurship, transparency, collaboration, and success are valued [111]**
   b. **Develop and strengthen a culture of faculty appreciation [112]**
      i. Increase appreciation on the campus for the value (to all individuals and the institution) of external recognition of individual faculty accomplishments
      ii. Provide standard and consistent templates for listing awards and accomplishments on departmental Web sites
      iii. Develop mechanisms to raise awareness of major awards in many of the fields where Davis is the strongest
      iv. Generate a database within each unit listing the awards available to their faculty
      v. Value colleagues who nominate others for awards, and increase recognition of this activity as part of the merit and promotion process
      vi. Mentor colleagues on how to write effective nominations
      vii. Provide consistent support and encouragement
   c. **Create a space within the culture on campus to enable faculty to increase their involvement in and commitment to technology transfer and commercialization [112a]**
   d. **Improve partnerships and customer service**
   e. **Create a culture and practice of continuous improvement through careful assessment and data-driven decision making [113]**
   f. **Create the culture of a ‘learning organization [114]**
      i. Develop a management platform that provides candid feedback about strengths and areas of needed improvement
      ii. Establish clear, agreed upon success metrics
      iii. Conduct regular evaluations
      iv. Facilitate data-driven decision making
   g. **Create a culture that is less bureaucratic, more willing to take risks, and less focused on compliance with rules and constraints [115]**
   h. **Foster a culture where both individual and interdisciplinary risk taking, entrepreneurship, transparency collaboration and success are valued [116]**
   i. **Create a space within the culture on campus to enable faculty to increase their involvement in and commitment to technology transfer and commercialization**
4. **Administration: Improve administration** [100][117,118,119,120,121,122]
   a. **Improve authority and access/geography for priority areas**: e.g.
      i. Ensure that key University priority areas for development are close to the Chancellor’s office
      ii. Move Office of Research to the central Davis campus to emphasize its significant role in campus life
      iii. Centralize Tech Transfer and move it to the Chancellor’s office
   b. **Ensure appropriate administrative staffing for programs and colleges** [117]
   c. **Update structures**: [118]
      i. Create organizational structures that reflect the interdisciplinary nature of UC Davis
      ii. Effectively influence the UC Office of the President to apportion funding (indirect cost recovery, state general funds, FTEs, etc.) in an equitable manner, with attention to centralized vs. decentralized authority and responsibility
   d. **Increase efficiencies** [119]
      i. Standardize metrics for monitoring and reporting UC Davis research activities
      ii. Streamline processes
         1. Simplify merit and promotion processes for faculty, particularly merit and promotion evaluations in ‘non-primary’ departments and especially when they are without compensation
         2. Emphasize formal review of promotions over merits
         3. Use electronic reviews
         4. Design processes that reduce redundancy (e.g. multiple signatures required for approval)
      iii. Review pre-post award administration; develop a special projects office to handle non-routine submissions
   e. **Reform/improve indirect cost recovery process** [120][101]
      i. Develop a transparent, simplified, and fair approach to indirect cost recovery distribution that is communicated to all constituents
      ii. Reexamine/negotiate indirect cost recovery distribution at the federal, UC Office of the President, and campus levels, with the goal of returning more indirect cost dollars to investigators
      iii. Prioritize bridge funding as an important use of indirect cost recovery and increase maximum award to 100K for those who have previously generated ICR in this amount or higher
f. **Facilitate faculty researchers’ contracting processes [120a]**
   i. Incubate and support - from conversation to grant proposal to outcome - disciplinary and interdisciplinary research areas of strength and impact
   ii. Improve researchers’ ability to enter into partnerships with industry, foundations, and international organization

g. **Improve administrative processes [121]**
   i. Ensure that administrative processes are customer/service oriented, and enhance, not interfere with, creative, high-impact research
   ii. Address UC Office of the President restrictions on UC Davis approaching government officials and requests for earmarks
   iii. Provide appropriate training to allow administrators to perform well

h. **Make systems transparent and flexible [122]**
   i. Formalize and make transparent the methods used by the Office of Research and groups like Administrative Coordinating Council of Deans to award matching funds
   ii. Formulate a mechanism by which indirect cost recovery dollars can be used to help pay for matches if the success rate is unexpectedly high
   iii. Improve transparency to campus community of central funding support for each center and ORU
   iv. Remove administrative barriers and increase transparency

i. **Improve tech transfer [122a]**
   i. Establish and communicate clear objectives and priorities for tech transfer
   ii. Establish standards for transparency, timeliness, and accountability; use standardized agreements
   iii. Establish clear metrics for monitoring objectives, and a system for soliciting feedback
## Appendix A: UC Davis Documents Overview

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School of Education Strategic Plan, 2013-2018 8 2013
School of Law Self Study 159 2011
School of Veterinary Medicine Strategic Plan, 2012-17 58 2012
Student Affairs Strategic Directions Draft 4 Feb. 2013
UC Davis Assessment of Pre-Award and Post-Award Operations Final Report, Huron Group 152 May, 2011
UC Davis Review of InnovationAccess Final Report, Huron Group 44 April, 2011
UC-Davis Extension Annual Report 2011-12 23 2012
University Library Strategic Plan, 2013-16 9 2013
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Blue Ribbon and Campus-Wide Reports

Blue Ribbon Committee for Enhancing the Undergraduate Student Experience 55 June, 2013
Blue Ribbon Committee on Information Technology Excellence 15 March, 2011
Blue Ribbon Committee on Tech Transfer and Commercialization 12 June, 2010
Blue Ribbon Task Force on Graduate Education 56 May, 2010
Chancellor’s Awards Committee Winter Quarter Report 33 May, 2010
Chancellor’s Blue Ribbon Report on Research 20 Aug, 2010
International Advisory Committee Report 53 June, 2012
Joint Administration/Academic Senate Special Task Force on Graduate Education 140 May, 2012
Joint Report of the 2020 Taskforces 42 Nov., 2012
UC Davis: A Vision of Excellence 9 June, 2005
Appendix B: Citations

1. Blue Ribbon Committee for Enhancing the Undergraduate Student Experience

2. Chancellor’s Blue Ribbon Report on Research

3. Chancellor’s Blue Ribbon Report on Research

4. College of Agricultural and Environmental Sciences - Academic Prioritization Comm. Report; Chancellor’s Awards Committee Winter Quarter Report; Blue Ribbon Committee for Enhancing the Undergraduate Student Experience; Blue Ribbon Task Force on Graduate Education

5. Division of Humanities, Arts and Cultural Studies

6. Blue Ribbon Task Force on Graduate Education; Blue Ribbon Committee for Enhancing the Undergraduate Student Experience; Chancellor’s Blue Ribbon Report on Research

7. Blue Ribbon Task Force on Graduate Education

8. Blue Ribbon Committee for Enhancing the Undergraduate Student Experience; School of Veterinary Medicine Strategic Plan, 2012-17; College of Engineering; School of Law

9. Graduate School of Management Strategic Plan; Division of Humanities, Arts and Cultural Studies; School of Education

10. Blue Ribbon Committee for Enhancing the Undergraduate Student Experience; Health Systems Strategic Plan, 2011-16

11. CA&ES - College Planning Committee (CPC) Report; School of Veterinary Medicine Strategic Plan, 2012-17; Graduate School of Management Strategic Plan

12. Division of Humanities, Arts and Cultural Studies; College of Biological Sciences

13. College of Engineering

14. Blue Ribbon Committee on Information Technology Excellence; UC-Davis Extension Annual Report 2011-12

15. Blue Ribbon Committee for Enhancing the Undergraduate Student Experience

16. Blue Ribbon Committee for Enhancing the Undergraduate Student Experience; Blue Ribbon Task Force on Graduate Education; International Advisory Committee Report

17. Blue Ribbon Committee on Information Technology Excellence; University Library Strategic Plan, 2013-16

18. University Library Strategic Plan, 2013-16

19. Blue Ribbon Committee on Information Technology Excellence; University Library Strategic Plan, 2013-16

20. External Review of Research at UC, Davis Washington Advisory Group
21. Division of Social Sciences; CA&ES - College Planning Committee (CPC) Report; Research Master recommendations

22. University Library Strategic Plan, 2013-16; Blue Ribbon Committee on Information Technology Excellence; ARM Annual Report

23. College of Agricultural and Environmental Sciences - Academic Prioritization Comm. Report; University Library Strategic Plan, 2013-16; Blue Ribbon Committee on Information Technology Excellence; Chancellor's Blue Ribbon Report on Research

24. Health Systems Strategic Plan, 2011-16

25. Chancellor's Blue Ribbon Report on Research; Huron 1A Report


27. External Review of Research at UC, Davis Washington Advisory Group; Chancellor's Blue Ribbon Report on Research

28. Graduate School of Management Strategic Plan; Chancellor’s Blue Ribbon Report on Research

29. College of Biological Sciences

30. Division of Social Sciences

31. Division of Humanities, Arts and Cultural Studies

32. Blue Ribbon Committee on Information Technology Excellence

33. Health Systems Strategic Plan

34. College of Biological Sciences cover letter and vision

35. College of Biological Sciences; Division of Humanities, Arts and Cultural Studies

36. Graduate School of Management Strategic Plan

37. Division of Social Sciences; School of Veterinary Medicine Strategic Plan, 2012-1741.

38. Graduate School of Management Strategic Plan

39. International Advisory Committee Report

40. Division of Humanities, Arts and Cultural Studies

41. Division of Humanities, Arts and Cultural Studies

42. International Advisory Committee Report

43. International Advisory Committee Report
44. International Advisory Committee Report; University Outreach and International Programs 2012-13; Division of Humanities, Arts and Cultural Studies; School of Law Self Study

45. Division of Humanities, Arts and Cultural Studies; School of Law Self Study

46. Division of Social Sciences

47. International Advisory Committee Report; University Outreach and International Programs 2012-13

48. International Advisory Committee Report; University Outreach and International Programs 2012-13

49. Division of Humanities, Arts and Cultural Studies; Graduate School of Management Strategic Plan; College of Engineering

50. Division of Social Sciences

51. Blue Ribbon Committee on Tech Transfer and Commercialization

52. Graduate School of Management Strategic Plan

53. Manufacturing for the 21st Century Committee

54. UC Davis Extension Annual Report 2011-12

55. Blue Ribbon Committee on Tech Transfer and Commercialization; Research Master recommendations

56. Research Master recommendations

57. Chancellor's Blue Ribbon Report on Research

58. Graduate School of Management Strategic Plan; School of Veterinary Medicine Strategic Plan, 2012-17

59. College of Agricultural and Environmental Sciences - Academic Prioritization Comm. Report

60. School of Veterinary Medicine Strategic Plan, 2012-17

61. UC-Davis Extension Annual Report 2011-12

62. Blue Ribbon Task Force on Graduate Education

63. College of Agricultural and Environmental Sciences - Academic Prioritization Comm. Report; School of Veterinary Medicine Strategic Plan, 2012-17

64. College of Agricultural and Environmental Sciences - Academic Prioritization Comm. Report

65. College of Agricultural and Environmental Sciences - Academic Prioritization Comm. Report

66. College of Agricultural and Environmental Sciences - Academic Prioritization Comm. Report

67. ARM Annual Report

68. College of Agricultural and Environmental Sciences - Academic Prioritization Comm. Report; School of Veterinary Medicine Strategic Plan, 2012-17
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