

2020 Initiative: Work Plan

November 30, 2011

Background

UC Davis has the opportunity through carefully managed growth to become a stronger teaching and research institution serving California, the nation and the world. A preliminary analysis suggests that the campus could add approximately 300 new tenure-track faculty to instruct an estimated 5,000 new undergraduates and an appropriate number of graduate and professional students. We propose a planning process to evaluate the implications of accommodating such growth by 2020. This exercise is driven by the goals of creating a financially sustainable university that honors the land-grant heritage of the University of California and diversifies the campus experience. In particular, the future we envision is in service to three overarching goals:

- *Honor the California Master Plan for Higher Education, UC's land grant mission, and the UC Davis Vision of Excellence.* Our land-grant heritage compels us to instruct more California residents, expand research in areas of societal need, and train the future leaders of California and beyond. In addition, we seek to accelerate the translation of basic research into productive commercial use for the economic benefit of our local community, region and the state of California.
- *Create a more diverse community of scholars.* UC Davis' *Principles of Community* provides a powerful message about the value of diversity in enriching the academic experience. To that end, UC Davis seeks to increase resident enrollment while increasing the proportion of national and international students, encourage an international experience for all domestic students, and increase numbers of international faculty and graduate students.
- *Establish a more diversified and secure financial foundation.* Four successive years of reduced state funding suggest that UC Davis must build on existing campus strengths and resources to become a more active partner with the state in supporting higher education. To do so requires expanding and diversifying the financial foundation of the university through new research collaborations increased philanthropy and public-private partnerships. UC Davis also will continue aggressively seeking operational efficiencies and cost reductions. Central to this goal, the campus is transitioning to a budget model that creates incentives for additional cost reductions and generating new revenue.

The campus will initiate the planning process this fall. Three task forces will be charged with addressing the following broad areas of inquiry. These issues will be studied in an integrated and iterative manner:

- *Academic resources.* Provost and Executive Vice Chancellor Ralph J. Hexter will lead an academic resource planning exercise that engages faculty and deans to identify areas of focused investment and hiring of new faculty.
- *Enrollment management.* The campus will conduct a detailed demand analysis and evaluate strategies to: increase our competitiveness for top California, national and international students, enhance retention, improve graduation rates and accelerate time-to-degree. Importantly, this analysis will be integrated with academic planning to ensure that identified areas of academic investment correspond to projected student demand.
- *Facilities planning.* Academic and enrollment plans will be translated into requirements for instructional space, research facilities, housing, infrastructure and related facilities needed to appropriately support growth. Such analysis will include ensuring that the campus Long Range Development Plan can accommodate projected growth. The planning process will provide more detailed analysis to determine the best mix of new and renovated facilities, and assess alternative project delivery strategies.

Organizational Oversight

Chancellor Linda P.B. Katehi and Provost and Executive Vice Chancellor Hexter will oversee growth planning. The task forces will advise the chancellor and provost regarding the areas of inquiry. Ken Burtis, professor of genetics and immediate past dean of the College of Biological Sciences, and Karl Mohr, assistant vice chancellor of Administrative and Resource Management (who led the campus's capital and space planning programs and previously served as finance director for the city of Davis), will provide leadership and support to the three task forces. They will draw upon expertise from across the campus for development and analysis of data that will enable the task forces to formulate their recommendations. The office of Administrative and Resource Management will provide much of the staff support to this effort.

Proposed growth in the number of students and faculty at UC Davis, and the mix of academic disciplines they represent, presents a number of important challenges and opportunities. Our current distribution of faculty FTE, undergraduate majors and graduate students has evolved in response to research priorities, funding, student demand and the fulfillment of our land-grant mission. As we contemplate a significant increase in the size of the campus, there is an opportunity to comprehensively consider these and additional factors, and to develop a strategic plan for the distribution of student and faculty FTE across academic disciplines on our campus.

Following is a preliminary set of questions to be addressed within each area of inquiry:

Academic Resources

There is a fundamental question for the academic resources planning facet of this exercise to address: If the campus is to grow by about 300 faculty and about 5,000 undergraduates (with attendant growth in faculty, graduate students and all the other associated resources), in what academic areas should investments be made? This fundamental question raises many others:

- Does the existing allocation of faculty FTE appropriately reflect key metrics such as enrollment and teaching loads? What is the best method for allocating faculty FTE? In other words, how do we balance allocation based on enrollment with investment based on research strengths and ambitions?
- Do current areas of academic strength reflect current student demand? How do we balance UC Davis' academic strengths with the changing interests of undergraduate students?
- Will growth be distributed across majors proportionate to the current student population, or will there be disproportionate growth in certain disciplines to address recruitment needs?
- What is the relationship between growth needed to meet strategic research plans of the campus and emerging societal needs, and growth needed to address instructional needs?
- What are the trajectories of our current areas of academic strength (i.e., what is expanding, what is contracting and why?)
- Are there emerging areas of social or economic need or student demand that the campus is not currently accommodating? If so, how should the campus respond to them?
- How do we factor in faculty demographics and productivity across schools, colleges, divisions and departments? Should we use time-to-degree or other measures of student success as a metric for FTE resources?
- Are new governance structures and resource models needed to implement new cross-disciplinary and/or cross-college majors?

Enrollment Management

Enrollment management, specifically with respect to the distribution of undergraduate students among the different schools and colleges, is an important driver of this strategic plan. In addition to continuing

to support the many excellent programs already in place, it is an opportune moment to consider how the development of new programs, including those in emerging and interdisciplinary areas, might increase the competitiveness of UC Davis in attracting the best and brightest students from up and down California, across the nation and around world. In the past, only limited efforts have been undertaken to increase the quantity and quality of applicants for admission to UC Davis; indeed, we have been blessed with an outstanding pool of applicants from California. New and strategic efforts will be needed if we are to successfully extend our reach to national and international constituencies.

Another important facet of enrollment management is the monitoring of student retention and time-to-degree. Optimizing these parameters will allow the university to better serve more students, use resources more efficiently and generate greater student and parent satisfaction. In keeping with our commitment to be student-centered, our institutional culture should support students in obtaining the curricular breadth and depth they need in the most efficient manner possible.

Some questions to contemplate include:

- What are the defining characteristics of the UC Davis campus and curriculum that can and will attract the very best California, national and international students?
- What are the disciplines most in demand by today's students, and how do those map onto areas of campus strength?
- What is the appropriate balance of academic disciplines that will best serve the mission and aspirations of the campus? How do we appropriately weigh the relative cost of instruction for different types of majors in these disciplines?
- Do we have too many majors? Do we have redundant and/or overlapping majors? Do the majors we have and want to retain bear names that correspond to what students are looking for and can understand?
- Would it make sense to attract some five-year BA/MA or BS/MS programs?
- What strategies would improve second-year retention (for both freshmen and transfer students) and graduation rates? Are targeted approaches needed for particular subsets of students?
- What factors are responsible for the four-year graduation rate at UC Davis, and what strategies (e.g., advising) might be successful in shortening time to degree?
- What new or expanded student services will be required to create a successful and satisfying campus experience for all undergraduate students? Will new advising strategies be needed to support students in an increasing number of interdisciplinary and cross-college programs (not to mention more international students)?
- What changes are needed in our recruitment strategies to increase our competitiveness in all recruitment regions (California, national and international)?

Facilities Planning

Once optimal areas for academic investment, enrollment targets and faculty and staff recruitment are determined, additional facilities and physical infrastructure will be needed to support this activity. This consideration raises its own set of questions, including:

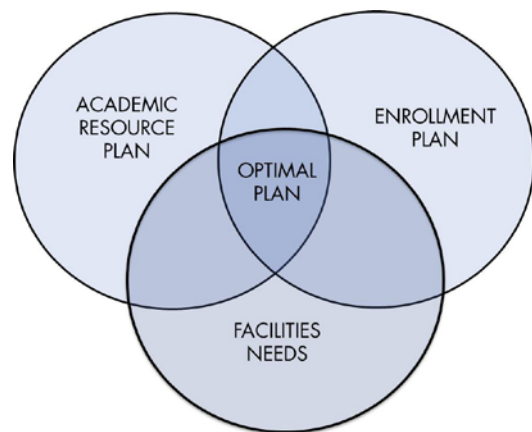
- What additional instructional facilities will be needed to appropriately accommodate about 5,000 additional undergraduates and attendant increases in graduate and professional students? (e.g., how many classrooms and teaching labs, in what configurations, in service to which disciplines and in which neighborhoods of campus?)
- What additional research facilities are needed to appropriately serve about 300 new faculty (e.g., research labs, greenhouses, core facilities, library services, network capabilities, etc.)?

- How much new housing will be needed to accommodate the projected population? Where should it be located (e.g., on campus, off campus)? Are new residential programs or options needed to attract students?
- What additional physical infrastructure capacity is needed to support such growth (e.g., water, sewer, chilled water and steam, electrical, telecom, roads and paths, etc.)?
- What is the optimal mix of new versus renovated facilities to meet the needs identified above?
- What are the implications of identified growth opportunities for operation and maintenance of plant (OMP) costs?
- What changes need to be made to the campus's Long Range Development Plan to accommodate identified needs?
- What alternative facility delivery strategies should be evaluated (e.g., public-private partnerships, etc.)?

Assessment and Metrics of Success

To be effective, the planning process will require integrated and iterative modeling to test the sensitivity of interrelated assumptions and to develop a viable implementation plan. For example:

- If a preferred academic plan does not map to projected student demand, anticipated revenues may not be realized.
- Similarly, if the cost of facilities to adequately support the mix of academic disciplines of greatest interest to national and international students were greater than the projected tuition and research revenue from that mix, the plan would not be achievable.



Many variables will need to be mixed and matched to find an optimal plan where academic offering, student demand and infrastructure requirements intersect favorably. Our modeling will incorporate the findings of our soon-to-be-updated economic impact report so that we can also assess the regional economic effects of the planning scenarios.

Finally, the process needs to identify benchmarks and metrics to serve as guideposts during the implementation of the plan, and enable a timely response to any changes that manifest during implementation.

External Relations

In addition to the planning and communication that will occur within UC Davis, the growth we envision will require extensive consultation with many external constituencies. Clear and consistent communications about the objectives and planning process will be critical to its success.

Formation of an External Advisory Committee (EAC) is proposed to provide external perspectives and build broad support, while also elevating the visibility and credibility of the initiative. The EAC should include prominent leaders from: industry; federal, state and local governments; UC Davis alumni; and other key stakeholders.