

## Summary of Campus Descriptions of their Planning Activities, Strategies and Directions

This document reports on campus academic planning as described to Provost Hume in campus visits conducted between September 2006 and February 2007. Information is set out in two sections:

1. **Common themes and trends** that exist across all or some of the campuses
2. **Distinctive aspects of campus planning** (high-level summary of plans developed or evolving at each campus, focusing on distinctive aspects, and including indication of any noteworthy planning techniques being used)

### 1. Common themes and trends

**Academic planning.** All campuses are actively involved in academic planning and have implemented (or are implementing) inclusive planning processes. Campus planning processes are appropriately different in ways that reflect and promise to enhance the distinctiveness. Some are ongoing processes placed formally on multi-year cycles while others are conceived of as one-time initiatives. Campuses are also at different stages of planning. Some are continuing mature and ongoing processes, others are at the beginning of new planning cycles.

**Service to California and the world.** One of the strongest, recurrent themes in campus planning is an abiding commitment, through the University's land grant mission and mandate of the Master Plan, to serving the citizens of California, and by extension, the world that is influenced by and integrated with California's society and economy.

**Interdisciplinarity.** All campuses are planning for, promoting, and emphasizing interdisciplinary programs. Interdisciplinarity promises:

- to support academic innovation (where opportunities are perceived on the boundaries of the disciplines)
- service to society (whose problems – environment, energy, security, multi-culturalism, K-12 education, public health) can only be addressed effectively in an interdisciplinary fashion)
- efficiency (since interdisciplinary efforts enable campuses to leverage expertise and facilities that exist in traditionally organized discipline-based departments or units.

**Diversity** of students, faculty and staff is a high priority being addressed in a variety of ways.

**Continuous improvement of undergraduate education** remains a priority for campuses, particularly by increasing undergraduate participation in research.

**Graduate and professional education** remains of the highest importance to all campuses which seek to increase the number and percent of graduate and professional students.

**Enrollment growth.** Campus planning reflects three enrollment growth scenarios over the next ten years:

- Non-growth campuses, planning programs in a steady state environment
- Currently high-growth campuses transitioning to steady state
- Continued high-growth campuses

**Financial challenges.** All campuses are faced with having to build or refresh essential physical and virtual infrastructure, bolster lagging faculty salaries, and improve graduate student support, with concerns that the current funding models may be inadequate to meet these needs.

**Campus's experiences, needs, and interest** over the next ten years are likely to be shaped by:

- Enrollment plans, notably by whether they anticipate enrollment growth, transition from growth to no growth, or continued no-growth;
- Infrastructural needs (both virtual and physical) and the balance of that need which emphasizes new as opposed to refreshed or renovated infrastructure);
- The need to expand the synergistic relationship between undergraduate education and the University's research programs, especially as research programs grow substantially in scope at some campuses;
- Interdisciplinarity and the level and extent to which it is formally organized on a campus-wide basis.

## **2. Distinctive aspects of campus plans**

### **2.1. Berkeley**

#### *High level*

In context of a world that requires programs to continually evolve to remain relevant and in the forefront, Berkeley will maintain breadth, depth and excellence of existing academic programs while steadily improving capital plant and making selective but deliberate investments in new academic initiatives.

#### *Strategies*

- Maintain breadth, depth and excellence of existing academic programs while steadily replacing or renewing capital plant.
- Make selective but deliberate investments in promising cross-disciplinary programs (Nanoscience, computational biology, environmental studies, new media, metropolitan studies) and pursue selected external opportunities (Stem cell research, renewable energy/synthetic biology, petascale computing, CITRIS, QB3).
- Expand and reward research on diversity, through a newly launched Berkeley Diversity Research Initiative.
- Develop a community public health campus.

#### *Planning techniques of note*

- Make selective but deliberate investments in external opportunities.
- Used a competitive process for allocating a pool of faculty FTE to most worthy new cross-disciplinary ventures, such as nanoscience, computational biology, environmental studies, new media, metropolitan studies, and diversity research.

## 2. Distinctive aspects of campus plans

### 2.2. Davis

#### *High level*

Evaluation of areas for future growth potential, while maintaining its leadership as a science intensive, land-grant campus of wide breadth and scope in its academic and five professional programs, placing a high priority on collaboration and partnership, and maintaining its strengths in public service to scholarship and to generating solutions for society's problems from the regional to the global level.

#### *Strategies*

- Examine the mix of academic programs to determine where growth should or should not occur based on academic goals and financial sustainability.
- Expand land-grant ideals and strategies to ensure inclusion of all academic programs and professional schools (health, energy, environment, education).
- Link new programs with existing core strengths, including medicine (to reduce health disparities), environmental sciences (to create sustainability for bioresources in California and worldwide), convergence of technology, the arts, and humanities (to improve the daily lives of our citizens), food and agricultural science (to ensure healthier foods and sustainable practices), and engineering (to meld a variety of interdisciplinary fields impacting health, the economy and quality of life).
- Pursue cross-campus programs and initiatives that draw upon significant campus strengths, increase state economic impact, draw significant new research revenue and complement - but not duplicate - efforts at other campuses: for example, a leadership role in expanding telemedicine to other UC campuses and beyond, a Center for Sustainability, a Center for Entrepreneurship, and potentially new Schools of Public Health and Nursing.

#### *Planning techniques of note*

- Continue deliberate, formal, ongoing, goal-oriented, performance based, and inclusive values-driven planning in a team-oriented approach with a:
  - Commitment to land-grant mission;
  - Commitment to being a partnering institution, noted for interdisciplinary collaboration, forming strong academic links across schools and with external partners.
- Collaboration and partnership across the campus and with other external entities (other campuses, the state, industry).
- Maximize strengths in interdisciplinary programs (especially in graduate education) by continually promoting faculty collaboration and cooperation across broad ranges of disciplines.

## 2. Distinctive aspects of campus plans

### 2.3. Irvine

#### *High level*

Evolve as large, broadly-based research university with a full complement of professional as well as graduate programs, fostering high-quality research and outstanding instruction across a broad range of disciplines.

#### *Strategies*

- Continue to grow at the undergraduate and graduate levels, increasing to 25% the proportion of graduate academic and professional students, and expanding professional school programs to become a more comprehensive university.
- Increase the number of degrees available to students in undergraduate, graduate, and professional programs. New undergraduate degrees have recently been established in several areas, including the health sciences and business. Additional graduate and professional degrees are under development across the campus, particularly through new programs in public health, nursing science, public policy, and the school of law.
- Establish more centers and other venues for interdisciplinary research and education, such as the California Institute for Telecommunications and Information Technology, to facilitate collaboration across disciplinary boundaries.
- Continue strategic development of the campus's physical plant, both to accommodate research and instruction and to provide housing for faculty, students, and staff.

#### *Planning techniques of note*

- Following completion of the campuswide strategic plan earlier this year, each School and administrative unit at UCI has developed a specific strategic plan in line with the general plan for the campus.
- These plans have directed and will continue to direct the selective deployment of resources in pursuit of strategic objectives including (1) differential growth in specific fields across the campus; (2) elevation of the best existing programs to the top of their fields, and development of new interdisciplinary initiatives; and (3) expanded research in diversity. Allocations are based on competitive proposals vetted by a joint committee of the Academic Senate and administrative leadership.
- Use expanded housing and facilities to enhance the intellectual and social community of the campus and to attract the best new faculty and students.

## 2. Distinctive aspects of campus plans

### 2.4. Los Angeles

#### *High level*

Maintain and enhance academic programs through investment in faculty, infrastructure, and student support in an environment of modest to zero enrollment growth and the decentralization of resources. Continue to develop unique, high-quality programs that link research and learning, while developing robust connections to the local community.

#### *Strategies*

- Manage the transition to a steady state environment and focus investment selectively in areas where the campus has the potential to enhance significantly existing academic quality.
- Capitalize on a tradition of interdisciplinary research and teaching to develop new programs in a few, select areas such as the biosciences, the Center for Society and Genetics, the Institute for Stem Cell Biology and Medicine, and the California Nanosystems Institute (with UCSB).
- Develop enrollment strategies that can improve diversity at all levels and increase the number of graduate students in academic fields.
- Deepen the campus relationship to the community through the UCLA in LA program and the Center for Community Partnerships, while also emphasizing the importance of service learning and civic engagement among undergraduates.
- Expand interdisciplinary learning and research for undergraduate and graduate students.

#### *Planning techniques of note*

- Because of the decentralized nature of the campus, considerable planning that affects the academic environment has occurred at the unit or functional level over the past decade. Examples include enrollment, housing, general education. Last year, deans and vice chancellors submitted three-year strategic plans (2005-06 through 2007-08) in the first step of a planned cycle of planning.
- New opportunities for campus-wide academic planning have emerged because of the WASC accreditation process, the need to submit a new LRDP, and development plans.

## 2. Distinctive aspects of campus plans

### 2.5. Merced

#### *High level*

Evolve distinctive research, graduate, and undergraduate programs by emphasizing interdisciplinarity of its faculties, institutes, and research centers, the interdisciplinary use of its physical spaces, and by being responsive to regional needs.

#### *Strategies*

- High degree of interdisciplinarity in research, graduate and undergraduate programs, and in the allocation and design of space; with special emphasis on institutes (Sierra Nevada Research Institute, Energy Institute, Systems Biology Institute, World Cultures Institute) and other programs and research centers (Medical Education Initiative, Center for Computational Biology, Great Valley Center).
- Develop relations with and be responsive to the needs of communities in the region.
- Work cooperatively with other UC campuses in building distinctive programs (e.g. focusing on health, the environment, and helping people make informed decision).
- Harness technology to the development and delivery of innovative forms of undergraduate and graduate instruction, acting as a testbed where appropriate for multi-campus instructional initiatives.

#### *Planning techniques of note*

- Testbed for solving the practical issues related to interdisciplinary programs.
- Strong emphasis on IT from the start, integrated into all aspects of campus life.

## 2. Distinctive aspects of campus plans

### 2.6. Riverside

#### *High level*

Demonstrate that a large and growing public research university can have diversity, research excellence, and student success at the highest levels. Enhance reputational rankings. Create selected professional schools, high-quality graduate programs, and increased student success.

#### *Strategies*

- Build organizational infrastructure appropriate to a research-intensive university devoted to student success and research excellence (e.g., Offices of Vice Provosts of Academic Personnel, Undergraduate Education, Conflict Resolution; Office of Strategic Communications; Institutional Research Coordinating Group).
- Increase student success by implementing the recommendations of the Student Success Task Force (e.g., grow advising infrastructure, create a Center for Instructional Innovation, integrate the Learning Center within the Office of Undergraduate Education, and restructure general education).
- Continue to increase student enrollment, gradually doubling the number of graduate and professional enrollments.
- Decrease dependence on state funds and create new revenue streams through expanded self-supporting degree programs, improved student FTE conversion, real estate development, and greater use of grants.
- Reshape the curriculum and add new professional schools (School of Medicine, School of Public Policy, and eventually a School of Law).
- Leverage landholdings, community relationships, and industry partnerships to build the west campus, emphasizing the growth of professional schools and research in biological and health sciences.
- Forge closer ties with the community.

#### *Planning techniques of note*

- Improve and build the organizational infrastructure to create a framework for increased research activity, improved student success, and overall improvement in quality across all areas. For example, improve and expand program review activities (e.g., this year the campus established undergraduate program reviews to match graduate program reviews), especially external reviews of campus functions; improve the development, communications, and institutional research functions.
- Improve the transparency of the internal budget process through deliberative dialogues, visioning presentations, and one-on-one discussions with units on the outcomes of their yearly budget requests.

## 2. Distinctive aspects of campus plans

### 2.7. San Diego

#### *High level*

Enhancing academic quality and competitiveness and ability to respond effectively to emerging areas; provide distinctive research orientation for undergraduate education; continuing to invest selectively in innovative graduate and undergraduate academic programs while transitioning from a period of rapid undergraduate growth and associated increases in enrollment growth funding.

#### *Strategies*

- Increase the proportion of graduate students to 20 percent from its current 14 percent.
- Invest selectively in new programs that promise to be innovative, excellent, and distinctive; build linkages with the community and surrounding industry; grow synergistically with the rest of campus to leverage existing expertise and develop strong interdisciplinary programs in areas such as biomedical and energy and sustainability; have an undergraduate analog whenever possible.
- Maintain and develop international partnerships, especially around the Pacific Rim.

#### *Planning techniques of note*

- Starting fourth round of highly successful, deliberate, and formal 3-year academic planning cycle (“Charting the Course”) through which resource allocation decisions are made on the general campus. This process results in three-year “guaranteed” budget allocations to Deans to maximize flexibility and adaptability in their planning. This centralized allocation process also stimulates interdisciplinary initiatives, examples of which have been California Cultures in Comparative Perspectives, the Environment, Human Development, Bioinformatics, Computing and the Arts, and International Studies -- all of which have both graduate and undergraduate components.

## 2. Distinctive aspects of campus plans

### 2.8. San Francisco

#### *High level*

In an increasingly competitive environment, maintain, research and health care excellence and track record for innovation, while continuing to excel in developing future leaders in health and meet the state's needs for professionals in health related fields.

#### *Strategies*

- Improve faculty, staff and student life in order to optimize their development, advancement and contributions.
- Introduce innovations and efficiencies across schools and sites.
- Develop a facilities and technology infrastructure that can flexibly accommodate rapidly evolving demands of research and instruction in health and related sciences.
- Strengthen collaborative research across UCSF and with other institutions to facilitate scientific discovery and its translation into advancements that improve human health.
- Increase support for the School of Pharmacy (the current model underfunds this program of expanding relevance in health care).
- Provide leadership for a systemwide Global Health initiative.

#### *Planning techniques of note*

- Improving the quality of life for faculty, staff and students will also serve as a means of competing effectively with peer institutions.
- Expanding planning focus beyond the individual four schools to an overall campus focus on health, which will drive different kinds of decisions, collaborations, structures, and investments, and support efficiencies and innovations by leveraging world-class faculty, staff, postdoctoral scholars, graduate students, research and instruction that exists across the schools.

## 2. Distinctive aspects of campus plans

### 2.9. Santa Barbara

#### *High level*

Evolve as a highly collegial, research intensive, community- and environment-friendly, university comprising centers of excellence, modeled on institutes of advanced studies, and focusing on interdisciplinary themes that grow out of the campus's historically strong academic programs.

#### *Strategies*

- Modest growth in enrollment, with an increasing fraction of graduate students.
- Build academic programs around cross-disciplinary themes selected in light of campus strength and of opportunities for achieving national distinction. Themes are evident at three levels: among departments within a college/division (e.g., visual studies, languages and literacies, medieval studies, new race studies, culture, energy); between colleges/divisions (e.g., nanotechnology, brain/mind studies, biotechnology); and then on a campus-wide basis (in environment, global/international, digital studies, academy and society).
- Capitalize on natural setting: its wealth of research opportunities (e.g. in environmental, marine, earth science and related studies); cross-roads between major industries in California (entertainment, information technology); location on Pacific Rim (global and international studies and activities); destination site for conferences, workshops, researchers' programs.

#### *Planning techniques of note*

- Deliberate, performance-based and incentive-driven academic planning linked to LRDP planning.
- Continue strategies that have worked to achieve excellence, including deliberate efforts not to become too large or diffuse, to emphasize quality in selected areas over size, leveraging resources across campus, collegiality, and hiring the best.

## 2. Distinctive aspects of campus plans

### 2.10. Santa Cruz

#### *High level*

Build on existing disciplinary strengths with growth in six thematic interdisciplinary research areas, taking advantage of the campus's coastal environment, proximity to Silicon Valley, and international focus to evolve as a research intensive campus that expands graduate programs and enrollments while also maintaining and extending the unique qualities of the undergraduate experience.

#### *Strategic aims*

- Increase percent of graduate enrollments; start one or more new professional schools where there are unique opportunities.
- Continue to increase research activity.
- Preserve the distinctive, college-based undergraduate education, with its high integration into research and interdisciplinary activities.
- Leverage relationship with industry in and proximity to Silicon Valley; build out the Silicon Valley Center as a major center for research, teaching, and industry partnership.
- Emphasize interdisciplinary program development in six areas (technological development and their societal impacts, public documentation and communication, evolving environments, science and policy; human health studies; cross cultural initiatives; transnationalism and globalization).
- Provide competitive facilities that faculty need for research and teaching (including connection to Cenic).

#### *Planning techniques of note*

- New highly consultative planning process being developed to guide investment and plan the campus's continued evolution as a research intensive institution.