

## SIZE AND SHAPE OF UC | **DRAFT** Issues to Consider

WILL BE FINALIZED BASED ON INPUT FROM CAMPUS COMMUNITIES.

<p>Role and Mission of UC</p>	<p>UC, as a land grant institution, has a mission to serve the state through teaching, research, and public service. As state support for UC diminishes, do aspects of the current mission need to be altered? What is the appropriate size and shape of the University going forward?</p> <ul style="list-style-type: none"><li>▪ Are there alternative configurations for delivering UC's tripartite mission of teaching, research, and service?</li><li>▪ In what areas should UC grow and where should it contract? [see next section]</li><li>▪ How many students can we educate and what are the impacts on academic quality? [see enrollment section]</li><li>▪ What is the relationship between availability of state resources and UC growth?</li><li>▪ Should UC focus on graduate and professional education and undergraduate education that cannot be delivered by other public segments?</li><li>▪ Should UC seek to develop more self-supporting programs for California working professionals?</li><li>▪ What proportion of California degree holders should be educated at UC?</li><li>▪ Do we have the right balance between UC's dual role in economic development -- job creation (creating new industries) and workforce development?</li></ul>
<p>Capacity and program planning</p>	<p>UC's physical growth on new and existing campuses has been guided by agreements with the state on certain levels of state support, for both operating and capital support. Given declining state support, what are the implications for the future programmatic and physical growth of the University?</p> <ul style="list-style-type: none"><li>▪ How many campuses and off-campus centers should UC have now and in the future? What should be the maximum or minimum size of a campus?</li><li>▪ What size and breadth of academic program offerings is sustainable? What is the ideal distribution of these offerings by campus? What is the right balance between breadth and specialization?</li><li>▪ To what degree should the campuses be similar or different in their educational programs or in their size at the undergraduate, graduate, &amp; professional levels?</li><li>▪ What relevant factors should be considered in looking at campus differences (faculty research expertise, availability of funding, unique resources such as industry partners, targeted sponsorship, physical location, etc.)?</li><li>▪ How should new programs be initiated? How should inefficient or obsolete programs be discontinued?</li><li>▪ What should the role of the "center" (UCOP, Regents, Academic Senate) be in programmatic activities?</li><li>▪ Can UC's capital facilities be used more efficiently by using evenings / weekends / summer session for more new or existing programs?</li></ul>

**SIZE AND SHAPE OF UC - CONTINUED**

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Size of the University</b></p>	<p>UC's growth pattern over the past 40 years has been driven largely by the priority placed by the state on providing capacity for ever-growing numbers of high school graduates, and as a result, graduate student growth has not kept pace with undergraduate growth. Reduced growth in the high school population, combined with the state's increasing need for specialized graduate and professional education, present both a challenge and an opportunity to re-think the optimal size and mix of academic programs.</p> <ul style="list-style-type: none"> <li>▪ How many students can we educate and what are the impacts of differing enrollment levels on academic quality?</li> <li>▪ Is there an optimum enrollment mix (lower-division, upper-division, undergraduate, graduate and professional, resident, non-resident, etc.) for UC and how might it vary by campus?</li> <li>▪ Should the size of undergraduate programs be reduced, especially for programs that are not cost-effective? Should the size of graduate programs be rationalized? What principles or factors should guide decisions about the size of academic programs?</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Relationship to other segments</b></p>	<p>Decisions UC makes about programs, enrollments, and entrance requirements affect the other segments of California education – the public schools, the community colleges, the California State University, and the independent colleges. How should decisions about the size and shape of UC going forward be coordinated with decisions made by each of the segments and the state as a whole about the size and shape of California K-12 and higher education?</p> <ul style="list-style-type: none"> <li>▪ How do we coordinate UC planning with planning for the other segments?</li> <li>▪ How do we prioritize declining resources for education statewide?</li> <li>▪ Do aspects of the Master Plan for Higher Education need to be altered?</li> </ul>

## EDUCATION AND CURRICULUM | **DRAFT** Issues to Consider

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### Enhancing Throughput and Output

Given the University's reduced resources, are there ways to get students to degree more efficiently and effectively and thus increase the number of degrees awarded ("output")?

#### 1. Improve Throughput / Increase Degree Production

- Should the University offer incentives for students to complete their degrees in four years? What types of incentives could or should be offered?
- Are there ways to offer gateway courses more efficiently without negatively affecting academic quality?
- Are there ways to make greater use of a student's high school senior year in order to increase UC throughput? Can we provide opportunities for high school students to receive college credit or take UC courses prior to full time enrollment?
- Are there ways to better facilitate community college course articulation? Can the time to degree for transfers be reduced with better alignment between UC and CCC?

#### 2. Curricular Redesign

- Are there ways to restructure degree requirements (i.e. reducing required units in the major) in order to increase students' ability to complete coursework in a shorter timeframe or to enhance the quality of their education?
- Can multi-campus course offerings be increased and can barriers to cross-campus collaboration be eliminated?
- Can programs be re-designed to make better use of the calendar? Would calendar alignment promote curricular re-design?
- Should the University require that a student's first or other academic term be the summer?

#### 3. Increasing Use of Underutilized Capacity (Summer, nights, weekends)

- Would increased course offerings on nights, weekends, summer, and intersession allow students to move through towards degree completion more quickly?
- Can existing facilities be used more intensively?

## EDUCATION AND CURRICULUM – CONTINUED

### Program Differentiation and Collaboration

Are there ways to extend program breadth and/or achieve efficiencies through cross-campus or multi-campus collaborations? Are there ways to reduce program duplication through greater campus differentiation?

#### 1. Overlap and Specialization

- What is the scope of degree program offerings at UC campus and what are the primary areas of study at each of the campuses?
- What are the newly emerging fields of study nationally and internationally and alternatively, are there fields that are waning? What disciplines are needed by society and what disciplines are most in demand by students? Where are the intersections between the two?
- What are the major campus differences and commonalities? Where are there areas of disciplinary overlap? Are there significant disciplinary gaps that the University should consider in its offerings?
- What are the areas of campus depth and breadth in terms of disciplines, academic departments, and research centers?
- Are there particular areas of distinction at each of the campuses in any of the above? Where are there areas of duplication among the campuses?

#### 2. Opportunities for Cross-Campus Collaboration and Campus Distinction

- Are there opportunities to increase campus curricular collaboration by piloting multi-campus offerings in Washington, D.C., Sacramento, and in the Education Abroad Program?
- Are there new opportunities for campus-by-campus specialization and developing areas of distinction? What is best process for identifying these opportunities?
- How can UC use its program review processes to reduce duplication and enhance collaboration?
- Should UC consider developing a single academic calendar as a means of encouraging cross-campus collaboration?

#### 3. Opportunities for Collaboration with the Other Segments of Higher Education

- Are there ways in which UC can work with CSU, community colleges, and independent colleges to deliver academic programs more efficiently?

## EDUCATION AND CURRICULUM – CONTINUED

### Alternative Model of Educational Delivery

Are there ways to deliver quality education to more students more efficiently and effectively assuming fewer faculty and other resources?

#### 1. Leveraging the Use of Technology

- Are there alternative models for offering instruction to existing student populations that would be more efficient while preserving quality?
- Should UC consider using online instruction as a means of delivering more of its existing courses in part or in whole?
- Can technology be used to increase class size and increase efficiency of instructional delivery?

#### 2. Use of Instructor Resources

- Can the mix of instructors (e.g., ladder Rank / lecturer / adjuncts) be altered in ways that would increase efficiency without sacrificing quality in the delivery of instruction? How should this differ by level of instruction (i.e., lower division, upper division, graduate)?
- Are there new and innovative ways to use graduate students /teaching assistant in instruction that would both increase efficiency and contribute to graduate student education and financial support?
- What is the most effective type of faculty interaction with students and how to we maximize that to achieve efficiencies in educational delivery?
- Can more instruction occur simultaneously as part of UC's research function and is credit being appropriately provided for such hands-on learning?
- Do we have effective faculty workload policies? Are there ways to be more efficient and effective in having faculty carry out their duties in teaching, research, public service, and university service?
- Can we utilize cross-departmental instruction for gateway and/or other courses (e.g., engineering faculty teach lower division calculus) as a means to achieve cost savings?
- Should UC consider reducing the number of instructional days?

## EDUCATION AND CURRICULUM – CONTINUED

### Educational Delivery to New Populations

Should UC serve new groups of students both as part of our goal to be of service to the state and to develop additional financial and popular support for the University?  
What are the educational and curricular impacts of offering education to these groups?

- Should UC develop programs to attract specific student markets (e.g., international students)?
- Should the University offer more terminal or professional master's degrees and professional doctoral degrees?
- Would liberalizing policies with respect to part-time enrollment attract new populations of undergraduates unable to undertake full-time enrollment?
- Should UC offer part-time or weekend attendance to attract more fee-paying mid-career professionals?
- Should UC offer undergraduate education fully or partially online (e.g., 11<sup>th</sup> campus proposal)?
- Should UC utilize distance education or off-campus/regional centers in order to deliver education to rural or inner-city underserved areas?

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## ACCESS AND AFFORDABILITY | **DRAFT** Issues to Consider

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### Enrollment

Undergraduate and graduate enrollment at UC has fueled the economic growth of the State and provided opportunities for social mobility to generations of Californians. To the extent that the State is unable to support UC's long-term enrollment goals, how should the University respond?

#### 1. Access

- Can the University continue to provide the level of freshman and transfer access that it has in the past, given the diminished share of state support it now receives?
- What is a realistic and supportable goal with respect to access?
- What are the quality, educational, political, and social implications of reducing enrollment?

#### 2. Diversity

- What are the tradeoffs, particularly with respect to opportunity for low income, first-generation college, and underrepresented minority students, of reduced undergraduate enrollment?
- What are the quality, educational, political, and social implications of reducing opportunity for these populations?

#### 3. Transfers

- Would expanding the proportion of transfer students enrolled enable UC to produce more BAs at a lower cost?
- Would increasing transfers mitigate the possible negative effects that reduced enrollment could have on underserved populations?
- What are the barriers and opportunities with respect to expanding transfer enrollment?
- What are the implications of changing the balance between freshmen and transfers?

#### 4. Graduate Enrollment

- Are the University's goals of increasing graduate students as a proportion of total enrollments realistic or achievable? What conditions need to be in place to achieve them?
- Is our current mix of professional, Master's, and doctoral students optimal in terms of academic programs, state needs, and student quality? (also considered in "Size and Shape" and "Education and Curriculum" groups)

#### 5. Nonresident Enrollment

- Does increasing the proportion of UC undergraduates who are nonresidents offer opportunity for maintaining the size and quality of campuses and programs during an era of diminished state support?
- What are the implications of doing so?

## ACCESS AND AFFORDABILITY - CONTINUED

### Fees

The University of California has long tried to keep its fees for California resident students well below the average of tuition and fees at the University's four public comparison institutions.

#### 1. Fee Levels

- Should fees be increased?
- How will fee levels be determined? What have been the results of comparable efforts in other states?
- Should UC continue to maintain a low fee structure relative to other universities, or should UC move towards a model that charges higher fees and relies on increased financial aid to maintain affordability
- Given the higher costs of education and the competitive nature of graduate education, how should fees for graduate academic students be set relative to the fees charged for undergraduates?

#### 2. Differential Fees

- Should UC implement differential fees by campus? What are the implications for campuses of such a framework?
- Should UC implement differential fees by discipline at the undergraduate and graduate levels, in recognition of higher costs, higher demand for majors, and/or students' higher potential earnings? What are the implications for campuses of such a framework?

#### 3. Professional School Fees

- Given that UC's professional schools increasingly compete with private institutions for both faculty and students, and the higher earning potential of graduates in many professional disciplines, should professional degree fees be set in consideration of fee levels at private institutions?



## ACCESS AND AFFORDABILITY - CONTINUED

### Undergraduate Financial Accessibility

UC's financial aid goal has been to keep the University financially accessible for students at every income level. Due to UC's own systemwide aid program, a strong state Cal Grant aid program, and periodic increases in federal Pell Grants, UC has been successful in meeting this goal and keeping students' borrowing and work manageable. However, if these fund sources fail to keep pace with cost increases, UC's success at enrolling a socioeconomically diverse student body could be at risk.

#### 1. Financial Aid Goals

- How, if at all, does declining state support for higher education affect the University's obligation to be financially accessible to all admitted students, regardless of their financial resources?
- Does UC need to rethink or reframe its financial aid goals?

#### 2. Systemwide Versus Campus-Specific Aid Programs

- How important is a common, system-wide message about UC affordability?
- Should students at certain campuses or in certain disciplines be expected to contribute more towards their education from work and borrowing than others?

#### 3. Scope of Aid Programs

- To what extent is UC obligated to help students cover costs other than fees (housing, books and supplies, etc.)?

#### 4. Relationship Between Cost and the Student Market

- What is the "tipping point" at which students from low-, middle-, or upper-income families decide to enroll elsewhere?

## ACCESS AND AFFORDABILITY - CONTINUED

### Graduate Student Support

Graduate students are central to the University's research mission and to its ability to meet the state's workforce needs. The University competes nationally and internationally in order to attract a highly qualified, diverse student body. To do so requires fellowship and assistantship support, in addition to research grants, that cover tuition and fees and provide competitive net stipends for graduate academic students, and manageable levels of borrowing for students in professional degree programs.

#### 1. Increasing Support for Graduate Students

- Should the University try to improve the state's understanding of the value of graduate education?
- If so, how? To what end?

#### 2. Systemwide Versus Campus-Specific Graduate Aid

- What is the right balance between system-wide and campus-level efforts to improve the competitiveness of UC's graduate programs?

#### 3. Relationship Between Graduate Student Support and Enrollment

- What levels of graduate student support are needed to meet the University's graduate enrollment goals?
- Are those levels attainable?
- If so, from what sources?

#### 4. Support for Students Entering Low-Paying Professions

- As a state-supported institution, what is the University's obligation to ensure that graduates of its professional degree programs can pursue public interest work in low-paying careers?
- Is that obligation affected by the level of state support for these programs?

## FUNDING STRATEGIES | **DRAFT** Issues to Consider

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### Maximizing Traditional Funding Sources

The State's ongoing structural deficit has created an uncertainty around the provision of State support for higher education. Are there ways to maximize funding from traditional sources? Are future decreases in State funding inevitable, forcing UC to move toward privatization? If so, what are the implications for individual campuses?

#### 1. State Funding

- What is the outlook for continued State funding for core operations?
- What is the impact of a drop of 20% in State funding for the individual campuses?
- Are there ways to improve the University's chances of obtaining State funds?
- Should UC, in collaboration with CSU, seek a ballot initiative to guarantee State funding for public higher education? Would the initiative guarantee a share of existing State general funds for higher education akin to Proposition 98 or would it create a new revenue source dedicated to higher education exclusively?
- Should UC engage with other efforts to modify the State's political and financial governance models? Should this effort be part of a larger examination of the tax structure, budget priorities, and long-term economic prospects of the State?

#### 2. Federal Funds

- What arguments are most effective in advocating for increased federal funding in areas traditionally supported from federal funds (financial aid, research)?
- Which UC initiatives or programs could best attract and leverage increased federal funding? How might University partnerships with regional entities generate increased investment from the State?
- What role does UC envision the federal government playing in higher education in the future?
- Are there areas of operating support the federal government should be encouraged to enter into in the face of declining State support nation-wide?

#### 3. Campus Differences

- Should funding for campuses be "tiered" in order to recognize specified priorities?
- Or, should tiering be considered as a way of reflecting campuses' ability to optimize alternative funding sources, i.e., should some campuses continue their reliance on State appropriations and others become more independent of State funding by increasing student fee/nonresident tuition, federal funding, and private support?

## FUNDING STRATEGIES – CONTINUED

### Development of Alternative Revenue Streams

As State funding decreases, it becomes imperative for the University to review potential alternative sources of revenues. What alternative revenue streams merit review? Are there changes in policies and practices needed to permit the University to leverage alternative revenue sources?

#### 4. **Creating Self-Sustaining/Revenue Generating Options**

- Are there programs or activities currently reliant on State funds that could become self-sustaining by charging fees or leveraging other external funding sources?
- Could UC generate revenue by allowing greater use of University facilities by outside entities?
- Are there other revenue-generating activities the University could embrace (production of courses for sale, fees for cooperative extension or other public services, etc.)?

#### 5. **Private Fundraising**

- Are there ways to improve private fundraising in support of core operations by specifying priorities or attaching naming rights to programs?

#### 6. **Taxing Existing Programs**

- Can existing sources of revenue be tapped for greater contributions to campuses i.e. auxiliaries, medical centers, etc.?

#### 7. **Foundations**

- Should campuses look to alternative funding/governance models similar to the newly incorporated and separate management company of the UC Berkeley Foundation?

**FUNDING STRATEGIES – CONTINUED**

**Capital Outlay Funding**

Capital outlay funding is derived from a variety sources, including State and non-State sources. The State's fiscal crisis has caused the State Public Works Board to freeze all allocations of previously appropriated capital outlay funding. This delay has implications for both State and non-State funded projects. In addition, future appropriations from the State for capital outlay purposes are heavily reliant on a new GO bond measure being placed on the ballot and approved by the voters.

**8. State Funding**

- Should UC seek a bond measure for capital projects?
- What role should traditional State bond financing continue to play in the University's capital program planning?

**9. Private Sources**

- Is it feasible for UC to increase private sponsorship of campus and medical center capital projects?

**10. Third Party Development**

- Would UC benefit from increasing the use of third-party development for capital projects?
- How does State law need to be revised to encourage third-party development?

**11. Public/Public and Public/Private Partnerships**

- How have other public universities attempted to advance their capital programs through public-private partnerships?
- What conflicts of interest are generated by such moves?
- Should we explore partnerships with other public or private agencies that could result in cost sharing of capital construction costs for new ventures that would provide a campus/public/private benefits, e.g. similar to the example of San Jose State joining with the city of San Jose to construct a new library?

**Efficiencies**

With budget cuts comes the necessity of reviewing existing activities and practices to see if efficiencies are possible.

**12. Laws and Regulations**

- What legislative or regulatory changes at the federal and State levels might reduce UC operational costs and save money?
- How can UC rebuild public confidence and understanding regarding the value of UC and its autonomy?

**13. Technology**

- What can UC do to better leverage technological improvements to reduce administrative costs (related to payroll, admissions, enrollment, etc.)?

**14. Best Practices**

- Are there best business practices that could be shared among campuses to help reduce costs?
- Are there possible consolidations or eliminations of programs that could reduce unnecessary duplication across campuses?

## RESEARCH STRATEGIES | **DRAFT** Issues to Consider

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<b>Role of Research at UC</b>	<p>Financial support from the State of California (the State) is decreasing significantly. As a result, the University of California (UC) will have to choose which activities and missions it wants to emphasize. What should be the balance between research and graduate training versus undergraduate education and other university activities?</p> <ol style="list-style-type: none"> <li><b>1. Research at UC</b> <ul style="list-style-type: none"> <li>▪ What is the role of a research university in California? What is the impact of the research enterprise on the UC's overall mission? How important is it to California to maintain a world-class research enterprise at UC?</li> <li>▪ How does the research enterprise relate to the financial health of UC, and vice-versa? What is the impact of increases or decreases in research support on UC's overall financial health?</li> <li>▪ What is the role (and impact) of research within UC's education and public service missions? Should research funds be leveraged to support education or vice versa?</li> </ul> </li> <li><b>2. Postdoctoral Scholars, Graduate and Professional Education</b> <ul style="list-style-type: none"> <li>▪ What is the role (and impact) of graduate education within UC's research mission? What are effective strategies and models for funding graduate education? What principles should guide evaluation of ideas and models?</li> <li>▪ How can UC best deliver research experiences to undergraduates, graduate students, professional students, and postdoctoral scholars?</li> </ul> </li> </ol>
<b>Research Policies &amp; Practices</b>	<p>UC's research policies and practices seek to effectively promote the creation and dissemination of new knowledge and protect the public trust. How can we optimize our ability to work with research partners and obtain and use research funding in the context of this overarching objective?</p> <ol style="list-style-type: none"> <li><b>1. Factors Affecting Research Competitiveness</b> <ul style="list-style-type: none"> <li>▪ Are there ways UC can enhance its competitiveness by strategically using its resources (e.g. combining resources across the system), by investing in infrastructure needed to support the research enterprise, by cutting costs, by exploring incentive models for successfully competing for and using research awards, and/or by enhancing revenues and administrative support?</li> </ul> </li> <li><b>2. Policies and Practices Affecting UC's Financial Health</b> <ul style="list-style-type: none"> <li>▪ How do UC's research policies and practices affect the financial health of the research enterprise? What is the impact of indirect cost recovery rates and waivers? What are the impacts of different strategies for returning indirect cost revenues to the campuses?</li> </ul> </li> </ol>

## RESEARCH STRATEGIES – CONTINUED

<b>Opportunities &amp; Threats</b>	<p>The research enterprise at UC (along with the revenue streams attached to it) faces a growing number of threats (e.g., competition for faculty and graduate students, aging infrastructure, increasing competition from other universities and nations). At the same time, new opportunities to expand UC research, such as increased Federal funding, are emerging. How can UC mobilize resources to minimize these threats and exploit these opportunities?</p> <ol style="list-style-type: none"> <li><b>1. Retaining Outstanding Research Faculty</b> <ul style="list-style-type: none"> <li>▪ With increasing competition (both national and international) for top-notch talent, what strategies should UC use to maintain and renew the quality of its research faculty?</li> </ul> </li> <li><b>2. Principles for Addressing Threats and Seizing Opportunities</b> <ul style="list-style-type: none"> <li>▪ What principles should guide UC in addressing threats to its research enterprise (e.g. faculty retention, graduate student recruitment, aging research infrastructure, competition from other nations with strong R&amp;D investment)?</li> <li>▪ How can UC leverage its infrastructure and resources to successfully respond to technological challenges that face the State and the Nation? Are there ways UC can enhance its competitiveness by strategically using its resources (e.g. combining resources across the system), by investing in infrastructure needed to support the research enterprise, by cutting costs, by exploring incentive models for successfully competing for and using research awards, and/or by enhancing revenues and administrative support?</li> </ul> </li> </ol>
<b>Industry Engagement</b>	<p>California's technology-driven economy (e.g., IT, wireless communication, biotechnology) is under growing pressure from competitors located elsewhere, mostly overseas. It is likely that these competitive pressures will significantly increase in the next decade.</p> <ol style="list-style-type: none"> <li><b>1. Strategies for Industry Engagement</b> <ul style="list-style-type: none"> <li>▪ How can UC research best contribute to the California economy? What critical needs can UC supply and how do we maximize this impact?</li> <li>▪ What role should relationships with industry play in achieving UC's research mission? What principles should guide UC's collaboration with industry?</li> </ul> </li> <li><b>2. Policies and Practices to Enhance Industry Engagement</b> <ul style="list-style-type: none"> <li>▪ What changes in incentives, policies or infrastructure might allow UC to leverage its resources across disciplines and campuses to foster strong relationships with industry? Do successful models exist within UC or at other institutions that could be adopted as best practices across the system?</li> <li>▪ How can UC provide maximum public benefit through knowledge transfer activities? How can UC's IP policies and practices create, nurture and sustain strong relationships while respecting the core values of the academy?</li> </ul> </li> </ol>