

**University of California, Riverside
Strategic Planning Steering Committee**

**November 18, 2019
3:00PM – 5:00PM
Hinderaker B154**

Agenda

3:00PM	Welcome and Goals for the Meeting	<i>Tom Smith</i>
3:05PM	Approval of October 16 th Meeting Minutes <i>(Attachment I)</i>	<i>Tom Smith</i>
3:10PM	Reports from the Working Group <i>(Attachment II)</i>	<i>Working Group Chairs & Co-chairs AKA moderating</i>
	(Each working group will have five minutes for a presentation by the chair or vice-chair, followed by five minutes of discussion with the steering committee.)	
	3:10-3:20 <i>Unparalleled Student Experience</i>	
	3:20-3:30 <i>Research and Scholarly Distinction</i>	
	3:30-3:40 <i>Thriving Campus Community</i>	
	3:40-3:50 <i>Contributions to the Public Good</i>	
	3:50-4:00 <i>Sustainable Infrastructure, Operations & Finances</i>	
4:00PM	Discussion of Common Themes & Concerns of the Working Groups	<i>AKA Moderating</i>
4:10PM	Next Steps for the Working Groups <i>(Attachment III)</i>	<i>Tom Smith & AKA</i>
4:25PM	Discussion of <i>Preliminary Strategic Themes</i> <i>(Attachment IV)</i>	<i>AKA moderating</i>
4:55PM	Final Words and Adjournment	<i>Tom Smith</i>

Attachments

- I. Minutes of October 16th 2019 Steering Committee Meeting
- II. Guidance to Working Groups for November 18th Steering Committee Meeting (sent to WG chairs & vice chairs on November 5th)
- III. Working Group Deliverables and Time Table
- IV. Preliminary Strategic Themes

Strategic Planning Strategic Planning Meeting
10/16/19 1-3 pm, Hinderaker B154
Meeting Notes

In attendance:

UCR: Tom Smith, Ken Baerenklau, Rodolfo Torres, Timothy Lyons, Gabriela Canalizo, Veronica Ruiz, Xuan Liu, Crystal Petrini, Brian Haynes, Rebekah Richert, Milly Peña, Julian Gonzalez, John Haberstroh, Yat Sun Poon, Kathryn Uhrich, Gloria Gonzalez-Rivera, Dylan Rodriguez, Christiane Weirauch, Christian Shelton, Peter Hayashida, Shannon Timmons. **AKA Strategy:** Tony Knerr, John Braunstein, Belinda Li

The group introduced themselves.

Interim Provost Smith gave charge to committee on behalf of Chancellor. He stressed that the consultants will not be writing the plan, as this is our plan. AKA Strategy has extensive experience and will act as a resource to each of the workgroups assisting with setting priorities, soliciting feedback from campus constituents, and providing guidance on writing the final 5-10 page report.

The chairs/vice chairs will not be told how to manage their working groups. Other points:

1. Feel empowered. As shared by the Chancellor - Any and all ideas are on the table.
2. Remember the questions: where do we want UCR to be on our 100th anniversary? What do we want to be known for?
 - a. Recognize that strategies/priorities your groups present do not need to carry UCR to 100, but instead what are the grand challenges we might face over the next 3 decades.
3. Be aspirational – but be realistic, and know there will need to be prioritization.
4. For this to be a document to carry us forward, we need to propose action in difficult areas. Our final plan can't include a list of 100 things, but instead 3-5 focused areas.
5. Evidence-based exercise: Analyze data, interpret responses.

Chancellor's Role: The Chancellor and Vice Chancellor for Planning, Budget and Administration will receive regular updates from Interim Provost Smith. This also will provide a forum for the Steering Committee to pose questions to the Chancellor and VCPB, and vice versa. This will help us avoid unfortunate surprises down the road.

Consultants' Role: The three consultants are strategists with 30 years of experience, focusing primarily on higher education. Their experience includes support to all types of institutions, and each has experience serving in leadership roles in higher education.

What they bring to table: Experience; planning processes that are inclusive, open and engaging in meaningful ways. They will serve as advisors/counsellors, sources of data, and will provide individualized support to working groups. They take their work very seriously, but believe in having fun while doing so. They will work to ensure all conversations are collegial, and in the best interest of UCR.

They are happy to speak with each working group chair/vice chairs, and attend some meetings either in person when on campus or via Zoom. They tailor their support on the needs and interests of the work group. Email them directly using contact information on Attachment II.

The group briefly reviewed attachments III and IV.

Role of the Steering Committee:

There should be a healthy interaction between this group and the working groups. During these meetings there will be updates reported out from each of the work groups, and for each meeting, AKA Strategy will provide a discussion document for review/discussion.

Meeting notes will reflect what is discussed without attribution to whom said what. This is to protect confidentiality, and to encourage as candid conversations as possible.

Dates have not been set for this academic year.

Some questions/comments shared:

Anticipated question: What is the difference between the Long Range Development Plan (LRDP) and the Strategic Plan? LRDP is how we can grow, but doesn't dictate what we are going to do, or how we are going to do it. Don't feel constrained by LRDP. It is likely that the LRDP may be updated to reflect the decisions made in the strategic planning process.

Will this plan include accountability for meeting milestones and expected deliverables? Yes, and because this is our plan, we own the implementation of it.

To what extent can this committee help workgroups interact with other committees/efforts on campus? Working groups are encouraged to find other groups on campus that may be working on their same issues.

What steps will be taken in the beginning stages to engage the entire community as there don't seem to be any communication milestones. This group will establish a communication plan.

How can working groups contact AKA Strategy? Contact them directly (contact info included on Attachment II). They will be available for meeting participation.

There didn't seem to be an operational plan associated with the last strategic plan. Are operational plans common? Yes, these are common, and our strategic plan should act as the framework for future capital campaigns, recruitment, evaluation of deans and executive officers, budgeting, etc.

Are there any financial resources for working groups for things like stipends? No there are not.

Comment: Suggestion made for working groups to consult the results of the recent faculty welfare survey for information before reaching out to faculty for the same information.

Comment: A coherent plan needs to be made for communicating with campus constituents.

Comment: The last campus communication went out months ago. New communication needs to go out soon to update campus on process.

WORKING GROUP STATUS REPORTS

Unparalleled Student Experience

First meeting set for Tuesday next week, 11-12:30.

Research and Scholarly Distinction

Wants to meet here before meeting with their group.

Contributions to the Public Good

Chair, vice chair and staff support person have met. Want to meet with their group before setting goals. Meeting schedule is bi-weekly.

A Thriving Campus Community

Status: First meeting in two weeks. Working on identifying goals.

Sustainable Infrastructure, operations & Finances

Chair and Vice Chair have met. First meeting on 10/31.

Will be meeting with Senate planning and budget.

Three questions were asked for the group to answer:

1. What in your view, are UCR's biggest strategic opportunities for the future:
 - a. We are a champion of diversity in undergraduate programs. We can also be leaders in graduate training
 - b. The opportunity to define our own identity. We sometimes have an identity crisis, and measure ourselves against other institutions using metrics that don't apply to us
 - c. Reach appropriate staffing levels
 - d. Take advantage of our physical location in this region
 - e. Become known as a quality institution across all areas. In some ways we are too "niche."
 - f. Build ourselves as a model R1 institution, engaging all students in research

- g. As we increase success with student engagement as an R1 institution, we can simultaneously join forces with the community leaders who are supportive and willing to engage.
- h. Instead of follow the blueprint of all other generic strategic plans, we have the opportunity to be completely unique in our planning.
- i. Become the intellectual and economic driver in the region.
- j. Good opportunity to become leaders in climate change due to the student engagement in research, and our regional location.
- k. Opportunity to challenge institutional diversity
- l. Opportunity to transform the rhetoric of 'lack'
- m. Improve community engagement
- n. Embrace our 'niche'ness. It's difficult to be world class in all things, and we are already world class in some things.
- o. Become the #1 choice for students by creating pipelines for high school students
- p. Stop looking to others as a model, and create our own model to be emulated by others
- q. Improve the graduate student experience to equal the success of our undergraduate experience

2. What do you believe are UCR's biggest challenges:

- a. Money
- b. Lack of empowered work culture
- c. Ancient infrastructure – technology, facilities, adequacy of staffing
- d. Physical location in relation to downtown
- e. Regional location is an obstacle – doesn't offer the same resources that other campuses have.
- f. Staff and Faculty empowerment (example offered was that merit and promotions requirements do not align to the strategic plan)
- g. On-campus groups operate in silos
- h. Self-views are often limited – we don't project or showcase a positive image/reputation
- i. There is no stability/predictability of budget
- j. Current culture of mistrust among graduate students for administration
- k. Current culture of mistrust among undergraduate students for administration
- l. Thinking of UCR as less than – comparisons with our position to other UCs
- m. Technical abilities
- n. Institutional failure on a common definition and use of key terms, i.e. "interdisciplinary", "equity", "diversity"
- o. Low faculty confidence that their service participation/contributions will yield results

3. Thinking out into the future, imagine we are in 2054 and there is a film crew on campus producing a documentary about UCR. What would the headline read?

- a. UCR Medical School Physicians Find Cure for Cancer

- b. Underdog of the UC System Becomes #1 Public University
- c. Inclusive Excellence in the Inland Empire
- d. UCR Becomes #1 in Innovation, Sustainability and Social Change, Leading The Way on How Universities Should Function
- e. UCR Leads The Way in Climate Change
- f. UCR Reverses Climate Change
- g. UCR Turns 100, You Won't Believe What Happens Next (clickbait)
- h. Living The Highlander Life, UCR Beats Disney As The Happiest Place On Earth
- i. UCR: The First Decolonized University
- j. UCR Alum Becomes US President
- k. UCR: The #1 Campus of Choice for Students, Staff and Faculty
- l. UCR Bounds Beyond Borders
- m. UCR Campus Breaks Stereotypes
- n. UCR Scientists Discover Life on Distant Planet and Leads NASA Efforts

Interim Provost Smith ended by sharing that the goal today was for all members to come away knowing that there are resources available to assist their work groups. This committee is a place for you to share what conversations are taking place in your groups, and to identify similar themes/issues.

**UCR Strategic Planning:
Guidance to Working Groups for the
November 18th Steering Committee Meeting**

The chair or vice chair of each working group should be prepared to give the steering committee a five-minute update on their group's work to date. This will be an opportunity to let your steering committee colleagues know how your working group is focusing its given topic as well as for you to ask for any guidance you'd like from the committee. There will be approximately five minutes after each group's report for responses and questions from the full steering committee.

Some questions to respond to in your remarks are:

1. What has your working group accomplished to date with respect to defining its focus, identifying key issues, developing a work plan, and organizing for its efforts?
2. What are your working group's immediate next steps in terms of such activities as obtaining input from other knowledgeable stakeholders, research and analysis, connecting with other groups at UCR exploring similar or relevant issues, or the like?
3. Has your group reached any early hypotheses that it hopes to explore and test? (By "hypothesis," we mean simply an idea that your group agrees it will be fertile to explore further. This might be a diagnosis of a particular challenge or underlying problem, a potential solution, or even a very early recommendation.)
4. How can the steering committee, other working groups, and/or AKA best assist you?

Suggested Preparation by the Working Groups

There are a number of things the working groups can do in their meetings to focus their further efforts and as a basis for answering the questions above.

- ***Delimit the group's area of focus.*** Discuss and reach initial consensus on the scope of questions, issues, activities, and ideas your groups believes are most important to consider. This sometimes includes making explicit what, if anything, the group feels should not be part of its inquiry.
- ***Identify knowledgeable people and groups.*** Are there campus committees/task forces, other working groups, or individuals on campus working on issues similar to those of your group (or with expertise in this area that you might tap)? How will you connect or collaborate with them?

- ***Come up with a few big questions you want to answer with respect to your topic.*** By these, we don't mean data or information you'd like. Rather, these are questions that help you delimit your group's focus. A few random examples are:
 - What role should experiential learning play in a student's academic experience?
 - How can academic and co-curricular/interpersonal experiences at UCR be mutually supporting?
 - What aspects of their UCR experiences make alumni most appreciative, loyal, and supportive?
 - What global, regional, and local problems is UCR especially well positioned to address in light of its capabilities and circumstances?

- ***Imagine the ideal state of your group's given topic:***
 - *A thriving* campus community;
 - *An unparalleled* student experience;
 - *Valued contributions* to the public good;
 - *Sustainable* infrastructure, operations & finances; and
 - Research and scholarship *of distinction*.

With these in mind, describe the specific characteristics of these desirable states—the things that would make them truly “unparalleled,” “distinctive,” “sustainable,” and so on.

**University of California, Riverside Strategic Planning
Working Groups Deliverables and Timetable
(Working Document. Subject to Revision)**

Timeframe	Milestones/Deliverables
Oct. 16, 2019 Steering Committee (SC) Meeting	Discuss initial plans and needs with the Steering Committee (SC)
Nov. 18th SC Meeting	<p>Brief oral report to Steering Committee:</p> <ol style="list-style-type: none"> 1. What has your working group accomplished to date with respect to: <ul style="list-style-type: none"> • Defining focus (e.g., identifying key issues, developing guiding questions, and otherwise delimiting focus) • Organizing for the effort (e.g., assigning responsibilities, devising a plan of attack, scheduling future meetings) • Identifying sources of information and knowledgeable individuals and groups 2. What are your working group’s immediate next steps? Next meeting? 3. Has your group reached any early hypotheses that it hopes to explore and test? 4. How can the steering committee, other working groups, and/or AKA best assist you? <p>Deliverables: Please prepare a brief list of information sources you’ve identified, including individuals or groups you plan to speak with, and send this to Shannon Timmons at provostadmin@ucr.edu no later than noon on Monday November 18. [As Provost Smith will describe in the meeting of November 18th, we will be setting up a shared Google drive to which you will be able to upload such documents for future meetings.]</p>

<p>Early December</p>	<ul style="list-style-type: none"> • Schedule regular working group meetings through June. (Recommend at least one full group meeting per month and the establishment of subgroups for specific subtopics and tasks—the subgroups to pursue their work and convene as needed between full working group sessions.) • Prepare a set of “guiding questions” that define your group’s focus and a few early hypotheses you hope to test. • Examine relevant sections of UCR 2020 and the October 2019 progress report from the Provost. Identify successes, springboards for future initiatives, and gaps that remain important to address. • Identify current campus efforts relevant to your group’s focus and their results to date, including efforts by other strategic planning working groups. • Gather and begin review and analysis of data, documents, reports, and the like to help answer questions and test hypotheses. (This may include literature reviews, names of peer or other institutions for comparisons, and sources of best practice information.) • Identify relevant issues for your group to explore with respect to (a) research and creative activity and (b) diversity, equity, and inclusion—the two cross-cutting values already identified. <p>Deliverables: <i>Before the December 12th SC meeting</i>, please post to the steering committee shared Google drive a schedule of your full group’s meetings and the guiding questions and any early hypotheses you’ve developed.</p>
<p>Mid-December</p> <p>Dec. 12th SC Meeting</p>	<ul style="list-style-type: none"> • Undertake 2054 visioning exercise: What would be the characteristics of a “thriving campus community,” “unparalleled student experience,” “[valued] contributions to the public good,” and so on, by UCR’s centennial? What of these characteristics would be attainable in the next five years? 10 years? • Continue information gathering and analysis, increasing focus on external sources, comparisons, and conversations with individuals and groups on and off campus. • Periodically step back from your analyses and ask: What light does this shed on our guiding questions or early hypotheses? What conclusions does it suggest? How does it redirect us? What’s exciting? What pitfalls exist? (This can be done as a full group or by subgroups to which specific analyses have been assigned.) <p>Deliverables: Present a brief oral update at December 12th steering committee meeting, about guiding questions and hypotheses identified, work approach, analyses underway or likely to be undertaken, thoughts on cross-cutting values—as well as any other progress or issues.</p>

<p>Mid-January 2020</p> <p>Jan. 14th SC meeting</p>	<ul style="list-style-type: none"> • Continue analyses. Begin conversations with other groups on and off campus if you have not already. • Conduct at least one meeting of your full group to share results of analyses and their implications (e.g., conclusions, goals, recommendations they suggest) • Prepare a brief document—based on the meeting above and/or the work of subgroups—summarizing the key ideas from group’s thinking on its topic. <p>Deliverables: Present a brief oral update at January 14th meeting, updating steering committee on results of analyses and initial findings, the implications and potential recommendations you have teased out, open questions you believe it is important to answer, next steps the group will pursue (e.g., additional analyses, contacts with other groups, etc.). Identify assistance/guidance needed from the steering committee. N.B.: <i>If you believe it would be helpful, feel free to post any documentation on the SC shared drive, emailing the SC members in advance of the meeting if you wish them to review it.</i></p>
<p>End of January</p>	<ul style="list-style-type: none"> • Meet at least once as a group to describe emerging themes, priorities, overarching goals based on work to date. • Summarize this discussion in succinct written form, sharing it with all group members (and, if you like, uploading it to the SC shared drive). • Continue analyses as needed. • Identify stakeholders on campus and externally from whom to seek feedback on this initial document or the framework described in the next step. <p>Deliverables: Summary of initial thinking on themes, priorities, and overarching goals—shared among members of your group and possibly uploaded to SC shared drive.</p>

<p>Mid-February</p> <p>Feb. 13th SC meeting</p>	<ul style="list-style-type: none"> • Draft a preliminary framework for your group’s report—a document providing headings, bullet points, and brief text that identify its likely sections and possible content (e.g., key findings and implications, early “vision” for your area in the next five years and by 2054, overarching goals and recommendations, examples of specific initiatives and activities, and the like). <p>Deliverables:</p> <ul style="list-style-type: none"> • Framework uploaded to the steering committee shared drive <i>no later than end of day, Monday, Feb. 10th</i>. • Oral report to steering committee: (a) briefly describing work completed to date, (b) facilitating discussion of your group’s framework, (c) reporting on conclusions regarding cross-cutting values of “research & creative activity” and “diversity, equity, and inclusion,” (d) describing discussions or work conducted with other working groups and identifying key dependencies among their respective areas. Feel free to post any documentation on the SC shared drive, emailing the SC members in advance of the meeting if you wish them to review it.
<p>End of February</p>	<ul style="list-style-type: none"> • Fine tune the organization of your group’s report based on steering committee feedback and further discussions of your group. • Begin drafting detailed content for report. (This will most likely be done by subgroups into which your group organized itself. At this point, focus on generating relevant content rather than where in your final report it should go or creating a cohesive report.) • Begin sharing content with selected stakeholders for feedback and further input. <p>Deliverables: Content from subgroups on their respective areas/questions of focus. This should be shared with all members of your group for discussion. Feel free to post to SC shared drive.</p>
<p>Mid-March</p>	<ul style="list-style-type: none"> • Continue the content development, revision, stakeholder interactions, and group discussions of the previous step. • Meet at least once as a full group to reach consensus on an initial set of overarching goals and preliminary recommendations—for specific initiatives, activities, changes in policy and procedure, etc.—to achieve the goals.

March 12 th SC meeting ¹	Deliverables: Oral report to steering committee (supported by whatever media your group prefers—handouts, slides, etc.) covering: (a) your group’s preliminary goals and recommendations, (b) remaining work for your group prior to next SC meeting, and (c) problems you’ve encountered, requests for interaction with other working groups, and needs for assistance and guidance. <i>Feel free to post any documentation on the SC shared drive, emailing the SC members in advance of the meeting if you wish them to review it.</i>
April April SC meeting	<ul style="list-style-type: none"> • Assign writing and editing responsibilities among members of your group. • Prepare first complete draft of your group’s report, which at this juncture will likely have gaps, sections needing further refinement, items on which your group has not reached consensus, and areas where you feel input from the steering committee is needed. In short, a first draft. • Continue sharing content with selected stakeholders for feedback and input. <p>Deliverables: First draft uploaded to steering committee shared drive <i>no fewer than five days prior to meeting.</i> Presentation and facilitated discussion at steering committee meeting. Highlight gaps, open questions, and need for specific steering committee input or assistance.</p>
May SC meeting (early- to mid-May)	<ul style="list-style-type: none"> • Iteratively, prepare drafts of full report for discussion by your working group, focusing in particular on prioritizing your recommendations. • Obtain input and feedback from other working groups and stakeholders, as needed. • As the goals and recommendations of your report take clearer shape, begin to identify ideas for qualitative and quantitative metrics to measure progress toward each goal. <p>Deliverables: Second draft of full report uploaded to steering committee shared drive <i>no fewer than five days prior to meeting.</i> Presentation and facilitated discussion at steering committee meeting.</p>

¹ It is likely that the reports from the working group chairs at this meeting will require more presentation and discussion time than previous updates. As a result, we may decide to have some groups report at the March SC meeting and the rest at the April meeting, recognizing that some groups will provide more developed reports, having had additional time to develop them.

<p>June</p>	<ul style="list-style-type: none"> • Finalize report through continued discussion and revision with the working group and consultation as needed with members of the steering committee and AKA Strategy. • To guide the steering committee in developing the strategic plan and preparing for implementation, take some time to identify, if time permits: <ol style="list-style-type: none"> a. Low-hanging fruit—things that could be accomplished relatively quickly, might begin even before the strategic plan is complete, and would generate excitement and momentum in the UCR community; b. Rough time frames for implementing key initiatives recommended in your report (in terms such as: six months; two years; “underway two years from now but probably completed over a much longer time frame,” etc.); c. Suggestions of priorities among your group’s recommendations, or important considerations with respect to their sequencing; d. <i>Very preliminary</i> parameters of required resources for recommended initiatives—including <i>types</i> of resources (financial, human, infrastructure, etc.) and rough levels (along the lines of “high, medium, low”). <p><i>Deliverables:</i> Final report to the steering committee, uploaded to the SC shared drive by June 30th. (As we get closer to this date, we will determine the need for a final discussion of the WG reports by the SC at one of its future meetings.)</p>
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**University of California, Riverside
Steering Committee for Strategic Planning**

Preliminary Strategic Themes for UCR Strategic Planning
Confidential and For Discussion Only

The observations below are based on the first round of interviews that AKA Strategy conducted with selected UCR academic and administrative leaders in October 2019. This document is our attempt to distill from a variety of perspectives some of the important challenges and opportunities confronting the University—matters that the strategic plan must address if it is to have credibility with UCR’s stakeholders.

It is important to stress the preliminary nature of this document. What it presents are merely AKA’s inferences based on (a) what we heard in a relatively small number of conversations and (b) our knowledge of the current higher education environment. However, even from these initial conversations—with the steering committee, working groups and other UCR individuals—a number of important ideas have emerged. We have grouped them into themes that seem to capture their relationships at this moment in time and which might be useful for organizing other promising ideas as they arise.

Two caveats. First, the themes are just working hypotheses—starting points for what will be many discussions with the steering committee and working groups. Undoubtedly, the steering committee will reconfigure, add to, reject, combine, and in general torture these themes on its way to articulating, in its own voice, a clear and bold set of goals for UCR.

Second, in our initial interviews on campus in October, we spoke with just over a dozen people—by no means a comprehensive or representative sample of the University community. Through further interviews during our November visit to campus and in future months, we will fill in the many gaps through conversations with more faculty (research-and-scholarship-intensive, junior, contingent, etc.), students (graduate and undergrad), staff, alumni, deans, the Academic Senate Executive Committee, and leaders in the Riverside community. These conversations, along with discussions with the steering committee and working groups, will inform the next iteration of the ideas in this document, moving us closer to agreement on the structure and content of the new strategic plan.

In short, this is just a starting point.

Emerging Themes

- A. Ratcheting up research and scholarship:** Crafting a strategically focused research agenda that builds on current and potential UCR strengths and jibes with the needs of the city, region and state in order to raise the University’s research visibility and attract greater recognition, respect, and resources.

Observations:

1. Greater credibility in the UC system—and arguably among large public research institutions in general—requires a strong research profile. While UCR has room to enhance its research profile and accomplishments, it doesn't do a good enough job getting out messages about its existing research strengths. Such strengths clearly exist; however, their narrative may unintentionally be overshadowed by the University's primary public messages celebrating student diversity and success—perhaps helping create a sense of inferiority on campus with respect to research.
2. UCR should become widely recognized as the innovation leader of the inland Southern California region—the institution everyone wants to partner with. A few of those with whom we spoke felt that this may be a challenge for UCR because, as one individual noted, “innovation and entrepreneurship are not really a part of UCR's DNA.”
3. There is a good match between some of the world's most critical social and scientific problems and UCR's historical and contemporary strengths: sustainability, agriculture/food/nutrition, climate change, immigration, social mobility, economic fairness and equity.
 - Moreover, these are issues that impact underserved populations disproportionately. This suggests an opportunity for UCR to be known as an institution where individuals from communities most impacted by these problems are precisely those who devise cutting-edge solutions for them—a place where one can become a leader and hero for her own community.
4. Interdisciplinary or multidisciplinary research is mentioned frequently, with little agreement, however, about what it really means or looks like in practice. Additionally, there are different views on whether UCR should focus on such interdisciplinary work or be known for more traditional approaches to research.
5. The strong commitment of faculty to campus diversity and student success requires from them a level of support for students that can be in tension with the demands of research.
 - It will be important for UCR to recognize and manage this tension as it strives to grow its research profile and attract more graduate students and research-intensive faculty.
 - “We should create the model for the R1 university that successfully marries student success and research.”
6. By exposing a large and increasingly diverse population of undergraduates to research, UCR can play a powerful role in diversifying the population of academic researchers and faculty well beyond its own campus.
7. The low level of staff support across UCR will be a particular challenge to improving the University's research productivity and profile.

8. “Ten years from now, people should speak about UCR’s graduate programs and the graduate student experience in the ways they speak about our support for student success and social mobility today.”

B. Doing more with diversity: Ensuring the impact of UCR’s diversity beyond its campus and people, while enhancing the benefits of diversity for the academic, social, and communal education of our students, faculty and staff.

Observations:

1. UCR’s institutional identity is closely tied to the remarkable diversity of its campus community; however, the University has not fully articulated the implications and impact of this diversity in ways that would help increase UCR’s visibility, distinctiveness, and recognition. Strengthening and broadening the University’s “diversity narrative” will be important to attract the financial and human resources that UCR will need in light of its goals for growth.
2. UCR’s community, unlike those of most U.S. institutions, is richly diverse along numerous lines. But does UCR take fullest advantage of the diversity it has? What levels of inclusiveness and equity prevail? And what can UCR teach academic institutions and other organizations about the processes and benefits of becoming truly diverse, inclusive and equitable?
3. “There are segments of the UCR community—faculty and graduate students in particular—that are not as diverse as maybe they should and could be.” Moreover, with respect to the nature of its diversity, UCR should consider the potential benefits of attracting more students from outside of California and the United States (currently, only about three to four percent of students are non-Californians).
4. UCR could become known as the place that produces the next generation of higher education leaders—people from diverse backgrounds and experiences who are prepared for the growing diversity of our nation and the expanding interaction among different cultures globally. (The same might be true for numerous professions—doctors, engineers, government leaders, etc.)

C. Transforming our region: Ensuring a balance of economic growth, widely distributed improvements in quality of life, and greater economic and social justice—and becoming a national and world model for this kind of transformation.

Observations:

1. How might UCR bring greater economic and social mobility to communities beyond the campus?
2. In the Inland Empire and beyond, UCR could become much better known as a source of well-prepared, diverse graduates for those businesses that recognize the importance of a diverse work force.

3. UCR has a powerful claim to make as *the* research institution of inland California. Advances such as the establishment of the medical school and the movement of the California Air Resource Board to UCR have only strengthened this case.
4. UCR could become the case study of a university as the engine of successful regional transformation—that is, transformation in the form of economic growth without the negative effects (e.g., gentrification and displacement, environmental harm). “The opposite of Silicon Valley.” Doing so will require UCR to be a driver of economic revitalization itself as well as a source of expertise, information, and research about how to create economic growth while ensuring quality of life.
5. UCR is in one of the fastest-growing parts of California. This lends urgency as well as visibility to the University’s efforts to ensure economic growth and widely distributed improvements in quality of life. It offers a platform for UCR.
6. The twin benefits UCR offers in the form of research/IP and highly qualified graduates could be leveraged to attract more businesses and new industries to the Inland Empire, as well as start-ups that decide to stay here. These benefits could also be used to attract major businesses to campus to recruit UCR’s students.
7. UCR has not yet achieved a culture that nurtures innovation and entrepreneurship or sees it as a key focus for the University. It would be transformative for UCR, for example, if a large portion of its graduates started their own businesses.

D. Modeling town-gown synergy: Building on the historically strong relationship with the city of Riverside to create innovative partnerships among university, government, business, and community organizations that make UCR and Riverside attractive destinations for industry, academics, researchers, residents, and students.

Observations:

1. UCR is in an advantageous position—one unusual in higher education—with respect to growth. It has both significant room to grow physically and strong support from the surrounding community. The latter is especially important to sustain and argues for making the community a true partner in discussions of what growth should mean.
2. Scalability and sustainability: A critical challenge for UCR will be how to grow in size, scope, and visibility while sustaining the things that make it proudest about itself and its place in its community.
3. UCR has a history that allows it to position its goals and hopes for the campus as aspirations for the entire Riverside community and Inland Empire. “The Riverside community rallied to create UCR in its present form.” Thus, the admonition, “as you rise, bring people with you” would be true to UCR’s history.
4. In what ways can UCR open its campus the Riverside community to meaningfully benefit both entities and strengthen their historical relationship? At the same time, what can UCR to become even more immersed within the Riverside community?

“There are lots of universities that link their growth to the development of their surrounding community,” and take such steps as; for example, moving parts of the campus downtown, building a tech center near local industries, and so on.”

5. How can UCR connect its goals for community engagement to its research goals? Figuring this out has the potential to create a distinctive research identity for UCR—one that would be rooted in its mission and history and generate widespread public appreciation.

E. Capturing our emerging identity and culture: Crafting UCR’s identity and “brand” intentionally, in ways that remain true to its roots, history, and community yet capture its exciting, inspiring aspirations.

Observations:

1. Externally, UCR is viewed as a leader in promoting social mobility¹, a topic that has become increasingly important in national conversations about the role of higher education. Internally, however, members of the UCR community are more likely to characterize UCR as distinctive for being a research institution that is deeply committed to undergraduates, teaching, and student success. What are the implications of this divergence in perspective? Both identities are clearly important, and perhaps even more so if they are held at the same time.
2. There’s a tendency among some at UCR to compare the University almost exclusively to other UC institutions, sometime to the detriment of recognizing how significant UCR’s achievements are in the national higher education landscape.
 - “We have something of an inferiority complex.”
 - “We don’t brag enough about the world-class people and accomplishments of the University.”
 - “A deficit mindset is not helpful. Instead, we should be considering how to better leverage the strengths we have.”
 - “In thinking about of ourselves as a California institution, we get too caught up in the assumed UC pecking order and overlook the things that make UCR distinctive nationally and globally.”
3. How can UCR position itself as the partner/provider of choice—for individuals, communities, businesses, policymakers—in inland SoCal?
4. By bringing diversity, student success, and excellence together, UCR might create a new identity for itself—one distinctive in higher education. Shift the discourse around diversity from simply “righting a wrong” to an emphasis on the mutually supportive and synergistic relationship of diversity and excellence.

¹ UCR is ranked number one in the nation in *US News & World Report’s* rankings and very high in other studies of social mobility among U.S. colleges and universities.

5. A relatively young institution, UCR is in its “awkward teenager phase.” There isn’t consensus on campus, particularly among those who have served the University for many years, about how UCR should mature, or even if growth into a large research institution is a good thing. Some of this reflects a legitimate fear of losing a valued element of UCR’s culture or sense of community as the institution grows in size and scope.
6. The UCR story is attractive for fundraising. “People want to be a part of our narrative.” “We are truly transforming the next generation of our region. It is our graduates who will transform the Inland Empire.”

Other Questions and Observations

1. How well does UCR harness the “systemness” of the University of California? What opportunities are offered/encouraged by the System? How and where might UCR build bridges on its own with other UC (and potentially Cal State or community college) institutions?
2. It will be important for the steering committee, during its deliberations, to think separately about the undergraduate and graduate student segments, as opposed to considering students monolithically.
3. Discussion of UCR’s core values during the strategic planning process and beyond presents an opportunity to develop widely shared definitions of terms used frequently on campus, such as “diversity,” “inclusion,” “equity,” “interdisciplinary,” “consultation,” and many others. “This may help repair the difficult faculty-administration relationship and create a common understanding of the values we want to sustain during UCR’s future growth.”
4. Establishing a strong and sustainable base of financial, infrastructure, and human resources is essential for UCR to continue its upward trajectory. In particular, UCR’s staff-support levels are far below those of the other UC institutions and will pose a challenge to growth in almost any aspect the University contemplates.
5. Are there particular contemporary higher education challenges to which UCR can develop innovative responses that will garner greater recognition for the University?
6. Ninety-six percent of UCR students are from California (and it is likely that a high percentage of those are from SoCal and the Inland Empire). Only 3.6 percent of undergraduates are international students (34.2 percent for graduate students and 7.8 percent overall). Developing a more national and global profile would help UCR increase its visibility and reputation well beyond California, which in turn would help in attracting more students from out of state, further growing the University’s diversity, visibility, and reputation.

7. As it grows in age and size, UCR should be able to increase its support from alumni, who are becoming more numerous and geographically far-flung. Doing so will require stronger and more intentional outreach that leverages their loyalty to and respect for the University.
8. Data show that UCR is successful in hiring diverse faculty (“at levels well above the ‘availability pool’”), though recent departures raise the question of how well they are retained. Some have suggested that one cause may be UC System policies (such as those for tenure and promotion) that aren’t aligned with UCR’s culture and create a challenging environment for faculty who have been recruited in part because they are well suited to UCR’s mission and ethos.