

# UC SANTA CRUZ

## TWO-YEAR GOALS STATEMENT

OCTOBER 2009

This two-year goals statement identifies and contextualizes UC Santa Cruz goals for 2009-10 and 2010-11 for President Yudof and The Regents. It **updates the campus's December 2008 statement** (<http://planning.ucsc.edu/acadplan/docs/2yrGoals.Dec08.pdf>) and is structured in three sections as requested:

- Section I: Summary of campus long-range goals and aspirations;
- Section II: Statement of near-term (two-year) priorities and summary of progress in achieving priority aims reported in the previous year; and
- Section III: Contributions to and role of systemwide initiatives.

The campus's *Strategic Academic Plan* (<http://planning.ucsc.edu/acadplan/docs/AcadPlan.asp>) articulates how Santa Cruz will carry out the fundamental University of California teaching, research, and service mission in ways that reflect its distinct qualities and, as a future-looking document, it sets forth a long-term vision, a set of principles, and specific strategies to promote academic excellence within a diverse community of scholars and learners.

The goals and priorities in this two-year statement are aligned with the vision elements of the *Strategic Academic Plan* and highlight what the campus intends to do now—near-term investments and actions to continue the momentum of campus academic programs and to build upon our success.

In the face of **California's tough economic realities**, however, **UC Santa Cruz's** ascent as a vibrant public research university is more difficult. Nonetheless, over the past year, the campus has made remarkable progress despite the need for its leaders to divide their attention between building for the future and implementing mid-year and permanent budget cuts. This progress was possible because principal officers—as well as leaders throughout the campus community—are acting strategically to maintain momentum for the *Academic Plan* in this difficult fiscal climate. For example,

- The Academic Senate last year adopted meaningful and practical enhancements to undergraduate general education requirements;
- Academic deans are investing in graduate programs—over the past 15 years, the campus has more than doubled its array of Ph.D. programs and, as a result, doctoral degrees awarded also doubled. Because of the importance to California of these future leaders and highly-trained workers, the campus remains committed to further growth in graduate programs;
- To protect and strengthen core academic programs, the campus has made difficult decisions to stop funding other promising initiatives and is taking a hard look at non-academic programs and services that, realistically, may not be sustainable with fewer resources;

- Leadership is actively re-imagining the pathway forward with respect to the vision and goal elements articulated in the *Academic Plan*. That Plan's six core themes were developed to leverage campus academic and research strengths and remain relevant today, but sustaining forward momentum means being selective—working to assure that the best programs remain strong while finding ways to invest in those others having great promise;
- To permit such selective investment—even as State support declines—and to help broaden its reach and global impact as UC Santa Cruz approaches its 50<sup>th</sup> year (in 2015), the campus has invested in the infrastructure to support overall philanthropy and is preparing to launch its first comprehensive capital campaign; and
- In that faculty are the core of a great university, **the campus's foundational strategic action** has been to identify, attract, and retain faculty who bring passion and intellect, and who are committed to teaching and research.

Thus reduced budgets—including the **prospect of a sustained downturn in the State's economic health**—have altered the timetable for implementing the UC Santa Cruz vision, but they have neither stopped the process of building for the future nor altered the campus mission. Nor can they be permitted to do so.

The campus has two financial issues to resolve: one immediate, one structural and long-term. The immediate challenge is for principal officers to complete the process of implementing their assigned share of the 2008-09 and 2009-10 budget cuts—a difficult course of action that will involve additional lay-offs, program elimination, and curtailment of campus services. The structural challenge then becomes **“how do we on a smaller State budget create a sustainable campus that is positioned to move forward aggressively as the economy improves?”**

Accordingly, a primary leadership emphasis these next two years will be this latter process of re-envisioning and re-structuring.

## A VISION FOR THE FUTURE

*“UC Santa Cruz strives to serve California as a top-ranked research university and the leading institution for the education of students—fostering a culture of excellence, inquiry, creativity, diversity, and public service in developing solutions to the world's most critical challenges.”*

— George Blumenthal, September 2007

Each UC campus makes distinctive contributions to the broader University of California mission—those differences not only collectively strengthen the system as a whole but provide the basis for multi-disciplinary and cross-campus efforts to create a University that is greater than the sum of its individual campuses.

Santa Cruz will lead in the development of new disciplines, advances in established disciplines, and in new lines of collaboration between disciplines by its receptivity to creativity and innovation based in rigorous scholarly activity. The **campus's world-renowned** research portfolio in a number of fields is uniquely advantaged by its location: At its Marine Sciences campus—**the world's largest marine laboratory**—UC Santa Cruz brings together into a single location a modern marine field station, the Long Marine Research Lab, a public outreach center, and many other assets of a world-class research university. Proximity to Silicon Valley has spawned a multi-faceted \$330 million research agreement with NASA, the largest competitive research contract ever awarded by that federal agency to a research university. With Foothill-DeAnza Community College and other academic institutions, the campus is advancing plans to develop a research park at NASA/Ames. It will include multiple academic programs; a sustainable living

community; and collaborative research involving academic, industrial, and NASA scientists and engineers. On behalf of the UC system, Santa Cruz astronomers and astrophysicists oversee Lick Observatory at Mount Hamilton and ensure that it remains a state-of-the-art resource.

**Santa Cruz's leadership position extends across its disciplines as faculty** address issues of growing societal need, as well as those of importance to the local and regional communities which the campus serves—environmental issues, human health, social justice, the arts and visualization, and more. **The campus's** scholarship is advantaged by the diversity of its students, faculty, and staff and their differing perspectives and contributions; moreover, this diversity helps UCSC prepare the individuals who will innovate, serve humanity, and tackle challenges facing society and our world.

Santa Cruz will remain a leader in high-quality undergraduate and graduate education. With recognized centers of excellence and a track record for uniquely defining the undergraduate experience, the campus is poised to move forward in developing and promoting new areas of scholarship and in equipping students with the knowledge and intellectual tools to prepare them for the world in which they will live and work. Having completed the physical planning and secured the environmental approvals for the next stage of campus development, the campus is also poised to play a greater role in providing access to more of **California's deserving** undergraduate, graduate, and professional students.

## SECTION I: SUMMARY OF CAMPUS LONG-RANGE GOALS AND ASPIRATIONS

The UC Santa Cruz mission is to provide a comprehensive education for undergraduate and graduate students in focused, high-quality programs. The combination of research and teaching links faculty and students in a partnership dedicated to independent, critical thinking, active understanding, creativity, and social responsibility.

UC Santa Cruz will fulfill this mission by strategically building its core disciplines while forging new directions of exploration where those disciplines intersect. Its disciplinary excellence provides the basis for inter-disciplinary collaboration that is responsive to the needs of current and future students as well as to a multiethnic and global society.

In many ways, UC Santa Cruz is a microcosm of a much larger constellation: California. The **Strategic Academic Plan** takes into account the biggest issues facing this complex state and articulates them as six themes that cross the boundaries of individual disciplines—six areas in which to maximize the impact of campus scholarship:

- Cross Cultural Initiatives
- Environmental Science and Policy
- Human Health Initiatives
- Public Documentation and Communication
- Technological Development and Societal Impacts
- Transnationalism and Globalization

### Strategic Academic Plan Vision

- UCSC must be an **outstanding research university** with an **uncommon commitment to high-quality undergraduate and graduate education**.
- UCSC will **serve the people** of the region, the state, and the world by the engagement, development, and application of knowledge.
- A UCSC education will enable our students to become **tomorrow's leaders and lifelong learners**.
- UCSC will attract, retain, and advance a **diverse student body, faculty, and staff** from many different communities in the state, nation, and world.
- UCSC will commit itself to **high-quality production and transmission of knowledge** across all disciplines.
- UCSC will plan its growth and development with attention to **sustainability** and in consultation with the larger external community.

Over the coming years, the campus will continue to build upon this strong foundation, emphasizing programs for which there are growing societal needs and the potential for academic excellence.

Relevant to the circumstance of a new fiscal reality UC faces over the next several years, the *Strategic Academic Plan* sets forth a number of guiding principles and strategies that will help inform near-term restructuring and re-envisioning efforts—enduring elements of the *Plan* that help lay out choices the campus faces and the opportunities it should consider.

To maintain the foundation that enables academic program choices and opportunities, it is essential to recruit and retain first-class faculty representing a diversity of backgrounds and perspectives, provide them with facilities to enable their research to flourish, and connect them with colleagues with whom they can expand the significance of their work. Santa Cruz will continue to hire faculty with an entrepreneurial spirit, incredible strength in their discipline, and an ability to teach over a broad range of topics related to their discipline. This commitment to both teaching and research inspires outstanding students and contributes to the research teams that enable exploration in both the core disciplines and at the intersections where disciplines meet.

**The campus's commitment to academic engagement** and a quality learning experience at all levels will be sustained. Even as it is forced to trim classes, the campus will continue to focus on student outcomes, progress toward degree, and degree completion. Academic support and co-curricular activities will be re-envisioned to ensure that students are able to experience the intimacy of a small liberal arts college and the intellectual heft of a major research university. UC Santa Cruz graduates must be ready to step into their place as active and engaged citizens and our academic mission is to provide them the means to develop these abilities.

#### Near-Term Campus Planning Foci

- Re-affirm UCSC's role as a distinctive public research university in service of our state and the world.
- Build on and enhance UCSC's distinction and achievements as an outstanding undergraduate institution.
- Grow the campus's graduate student population and build new graduate and professional programs.
- Better reflect in our faculty, staff, and students the diversity of California's population and cultures.
- Collaborate effectively with leaders in our region and the State and be careful stewards of our environment.
- Augment and diversify the campus's resource base—including undertaking a comprehensive fund-raising campaign.

Despite difficult times, the campus is committed to sustaining progress toward the broad goals in the *Strategic Academic Plan* and, while continuing to think boldly, UC Santa Cruz will be realistic in the interim goals set along the pathway. Accordingly, leadership has articulated six near-term planning foci (*listed in the highlight box above*) in which sustainable progress will position the campus to move forward aggressively as the economy improves.

### Goals and aspirations

In realizing the vision elements of the *Strategic Academic Plan*, the campus has set out broad goals, priorities, and strategies in the basics of its mission. These were detailed in the campus's December 2008 statement and key areas of focus are highlighted below.

- **Research and Scholarly/Creative Activity.** Deans and departments will identify areas within their disciplines in which they can excel, maximize their contribution to meeting societal needs, and generate those exciting agendas that attract extramural support and research visibility. This analysis will help inform campus decisions about the optimal deployment of the limited number of available faculty FTE/recruitments. To further enhance the impact of its scholarship, the campus will (i) facilitate cross-disciplinary collaborations so that the foci existing in different units can be linked in dynamic and productive ways and (ii) expand the research infrastructure to enhance the ability of, and provide new opportunities for, faculty to increasingly identify and secure external funding.

- **Graduate Education.** In support of its goal to enroll more graduate students—both as a proportion of overall campus enrollment and in terms of annual degrees awarded— and to prepare them to address the needs of California, the nation and the world, the campus will continue to engage all interested faculty in graduate education. As resources allow, deans and departments will develop new graduate and professional programs in which there is clear potential for excellence and clear engagement with critical societal needs. The requisite graduate student support will be generated primarily through increased extramural funding.
- **Undergraduate Education.** In addition to enhancing its efforts to attract excellent and diverse students, the campus will pursue efforts to increase its commitment to educational effectiveness and show high levels of undergraduate academic engagement, improve undergraduate retention and graduation rates, and ensure that students are able to enroll in the classes that allow them to make timely progress toward graduation. As a result of this commitment, the campus will continue to be recognized for producing graduates with a strong disciplinary framework, appreciation for diversity of thought and perspective, and the ability to critically analyze and make insightful and direct presentations of their knowledge.

These goals recognize and build upon the strong relationship between research, scholarship, and graduate education, and its contribution toward enhancing the quality of the undergraduate experience by providing opportunities to join in creating the knowledge that marks a great research university. Indeed, the availability of **research opportunities for UCSC's undergraduates has been a great success for the campus** and must remain a key element of our future.

### Planning processes

These goals and priorities have also been informed (and continue to be informed) by a number of planning and consultative processes designed to lay out our choices, gather advice, and communicate our decisions. Campus leadership (including each principal officer) broadly and regularly communicates the results of their planning and actively engages the Academic Senate leadership in reviewing plans and proposals, consistent with the principles and spirit of shared governance.

In addition to regular meetings among the campus leadership to ensure that efforts are coordinated and **contribute to the campus's vision, the Chancellor and Campus Provost have initiated a number of forums** in which plans are communicated and ideas are sought, including

- ✓ Divisional and departmental meetings with faculty—at which deans, department chairs, the Campus Provost, and the Chancellor exchange ideas and respond to questions;
- ✓ Quarterly staff forums—at which campus goals are outlined, questions are answered, and ideas are solicited—such sessions are webcast live and archived for later reference;
- ✓ **Extensive use of the campus's website** (e.g., [http://www.ucsc.edu/news\\_events/](http://www.ucsc.edu/news_events/)) to provide information about campus plans, the status of initiatives, and news of our progress; and
- ✓ Frequent meetings with Senate leadership.

### Re-envisioning the pathway forward

The prospect of a sustained downturn in the State's economic health—and particularly the seriousness of the cuts UC has already taken during 2008-09 and 2009-10, as well as the potential that UC will face additional cuts in 2010-11—has forced the campus to reassess how quickly progress can be made toward the goals articulated in the *Strategic Academic Plan*. While the campus remains committed to expanding graduate and professional enrollments, its ability to support such enrollment increases is closely tied to

new faculty hires and the development of academic programs. The impact of funding shortfalls, however, has resulted in deferrals of faculty hiring and insufficient flexibility in the fund sources that contribute to graduate student support. Thus, in order to maintain graduate program quality, near-term progress toward graduate enrollment goals has been slowed.

In the midst of such economic turmoil, the *Strategic Academic Plan* provides an important context within which to set priorities, make difficult choices, and select among available opportunities. Thus the goals and strategies articulated in the *Plan* and the resource realities associated with the current UC budget situation comprise the primary drivers that have informed the **campus's near-term** (two-year) priorities presented in this statement.

The current fiscal environment has required that the campus selectively reduce investment in academic and academic support programs, curtail enrollments, and delay faculty recruitments in some disciplines—all while recognizing that such decisions will weigh heavily on the ability to move forward and sustain progress.

Accordingly, the Chancellor and Campus Provost will sustain their role as champions to continue the **campus's momentum and establish a culture of evidence in which decisions are informed by relevant data** and analysis and performance is measured against goals.

“Our academic plan is important because it lays out the choices we face and the opportunities we should consider. It will help us

- Be realistic in our goals—*thinking boldly but ensuring programs are viable & sustainable at each stage of development*;
- Set priorities; and
- Build an academic program that is more than the sum of its parts.”

—David Kliger, June 2007

## SECTION II: STATEMENT OF NEAR-TERM (TWO-YEAR) PRIORITIES AND SUMMARY OF PROGRESS IN ACHIEVING PRIORITY AIMS REPORTED IN THE PREVIOUS YEAR

The campus must realign existing resources, identify new resources, explore partnerships, and make investments to continue the momentum of its academic programs. At the same time, it must address deficiencies that stem from a period of significant growth in enrollments and requirements for new services during a difficult fiscal environment in which State resources did not recognize workload increases. Indeed, student/faculty ratios deteriorated and academic support operations were downsized.

Some near-term efforts may require new approaches, or review of data, rather than additional resources. Others will represent early investments in areas that will be needed to lay the foundations for later investments or to bring to fruition efforts that have been under discussion/development for a number of years. This combination of being realistic and acting creatively—yet being strategic and thinking boldly—requires that that programs be viable and sustainable at each stage of their development yet positioned to move forward as opportunities present themselves.

### Priorities

The focus of the campus's near-term (two-year) priorities is on what can be accomplished to maintain and improve the foundation for continued excellence. At both the undergraduate and graduate levels, faculty **seek to not merely educate but be transformative ... to inspire, to question, to encourage and to give** students the knowledge and skills they need to change the course of the future.

Similarly, while the overall objectives and principles of the *Strategic Academic Plan* remain valid, the campus is facing an opportunity to transform itself. Accordingly, a new planning focus over the next two years will be a reassessment/re-envisioning of how (and how quickly) **in today's unfavorable fiscal environment** the campus can continue to make progress toward its long-term goals.

- Re-structure and re-envision campus programs and planning to address the question, “**how do we on a smaller State budget create a sustainable campus that is positioned to move forward aggressively as the economy improves?**”

As principal officers complete the process of implementing their assigned share of the 2008-09 and 2009-10 budget cuts, the campus has simultaneously embarked on a re-envisioning process designed to chart a pathway forward in this difficult fiscal environment.

Discussions are already underway with deans and principal officers about the new reality and the need to invest selectively—as well as being willing to let go of some programs and activities. UC Santa Cruz will maintain its commitment to access for as many undergraduate students as possible, while providing an acceptable level of high quality education. The campus is committed to its research mission and the education of graduate students and post-doctoral scholars—and understands that additional infrastructure is needed to support this work.

Beyond these are more specific understandings:

- ✓ ***UC Santa Cruz will hire faculty with an entrepreneurial spirit.*** One of the campus's strengths has been its ability to attract excellent faculty—individuals who have incredible research strength in the desired area but also are able to teach over a broad range of the discipline. While future hiring may be less frequent, the emphasis on excellent yet entrepreneurial faculty will not be weakened.
- ✓ ***The campus will continue to embrace diversity and strive for an inclusive community that fosters an open, enlightened and productive environment.*** The *Strategic Academic Plan* stresses the importance of diversity of backgrounds and perspectives to excellence in education and scholarly/creative activity. The campus is proud that in many ways its students, faculty, and staff reflect the diversity of California and how that diversity contributes to student success. Unique among UC campuses, Santa Cruz has appointed two campus diversity officers—one whose focus is students and staff and an academic appointment whose focus is faculty diversity; an array of diversity programming supports the work of these individuals and their staff.
- ✓ ***The campus will focus on outcomes for student success.*** Over the years, the measures used to assess investment have varied—during 2009-10, outcomes assessment will focus on academic program contributions in two areas of instruction: (i) the completion of degrees (undergraduate and graduate) and (ii) service courses that fulfill general education or foundational requirements. Program faculty have been asked to examine majors to ensure that required courses are those core to the major, as the faculty perceive it. It is likely that this examination will result in trimming of some classes and a greater willingness to accept courses from related majors as contributing to the home major.
- ✓ ***Leaders will communicate clear expectations.*** Whether it relates to expectations about student progress to degree, research impact, or resources (including goals for the use or redeployment of existing resources, for internal restructuring or further consolidation, and for extramural research funds and private philanthropy), campus leadership at all levels will work to instill greater clarity in their communications about expectations and how such outcomes will be assessed.

Already, a recent series of weekly letters and periodic town hall meetings has proven helpful in getting out pertinent information in this constantly-changing environment. And, as an initial step in measuring institution-level performance, the campus has made widely available its performance on a focused set of metrics in the areas of undergraduate education, graduate education, faculty **distinction, research expenditures, and private support that are at the heart of the campus's** mission and aspirations (see <http://planning.ucsc.edu/irps/indicators.asp>).

In pursuit of long-term goals, the campus will consider new configurations and alliances. 2009-10 will be a year of identifying and then making the hard choices that will sustain forward momentum.

The remaining five priorities, listed below, are continued from the December 2008 goals statement. These priorities are aspirational in that they correspond to near-term milestones along the pathway toward the vision elements of the *Strategic Academic Plan*; they are also aggressive—particularly in an environment of constrained resources—and span academic program development and improvements to the educational experience to **the campus's** efforts to establish a Silicon Valley Center.

To help gauge progress, the campus intends to use broad, high-level indicators that track development against comparison institutions. More nuanced metrics (under development) will recognize qualities that make UC Santa Cruz unique. It is important to be aware, however, that most of the available numeric indicators are slow-moving and, in many cases, change only after broader success is achieved, so campus leadership will also depend on its consultative processes to monitor progress.

- Continue to **explore opportunities for new academic program development**—particularly in the six areas articulated in the *Strategic Academic Plan* where our existing core disciplines intersect—and **target faculty recruitments** in disciplines consistent with those plans.

Even though the campus is in the midst of a downsizing and restructuring effort to sustain budget cuts, it must continue to look toward the future. For example, support for a greater number of graduate students will involve expanded graduate-level academic program offerings, enhanced graduate student services, and measures to ensure the quality of the overall graduate student experience. Similarly, new—and an evolution of existing—undergraduate programs will be needed to anticipate the diverse needs and interests of the people of California. **The campus's** ability to attract and retain a diverse community of students, faculty, and staff has been (and will be) the source of innovative ideas and creative accomplishments.

The campus strategies to achieve these goals include (i) identifying new programmatic opportunities consistent with the *Strategic Academic Plan*, (ii) increasing the visibility of Santa Cruz programs in order to attract the highest quality, most diverse pool of graduate and undergraduate students possible, (iii) providing additional opportunities for graduate students to mentor, engage in joint research with, and teach undergraduates and participate in their educational experience, and (iv) identifying areas where expanded/improved student services are needed.

Recent academic program development highlights include

- **Physics Education** (BS)
- **CalTeach** minors in earth & planetary sciences, biology, and education
- **Health Sciences** (BS) has grown (in just five years) to over 200 majors focused on rigorous undergraduate preparation for either immediate job opportunities or for graduate training in a health profession
- **Technology & Information Management** (MS/PhD at **the campus's** Silicon Valley location)
- **Collaborative Leadership** (EdD, as an autonomous UCSC degree rather than a joint UC/CSU degree)
- Interdisciplinary graduate certificate program in **Knowledge Services and Enterprise Management (KSEM)**—and representing a collaboration between the School of Engineering and UCSC Extension

In addition, as part of a collaboration between MCD Biology, Chemistry & Biochemistry, Microbiology & Environmental Toxicology, and Biomolecular Engineering, the campus now offers a graduate program focused on biomedical sciences and engineering. This is not a new degree but an option for graduate students admitted to existing programs. The new Biomedical Sciences Facility will directly support this interdisciplinary graduate program.

Given the fiscal realities cited earlier, the campus will be unable to undertake program development evenly across all six areas articulated in the *Strategic Academic Plan*. Over the past year, the Campus Provost and the Vice Provost for Academic Affairs have engaged academic deans in the development of a framework for faculty and student success in this unfavorable economic environment. Using the guiding principles and strategies in the *Plan* as a starting point, this team has begun the work of defining specific strategies and processes that will inform choices, provide the basis for updated policies that support academic programs, communicate clear expectations, and instill clarity in the communication of resource decisions.

In the near term, the campus intends to explore programmatic opportunities in interdisciplinary areas in which there is existing strength across academic divisions and for which the region provides significant opportunity. UC Santa Cruz's location—spanning the main and marine sciences campuses in Santa Cruz, the Silicon Valley campus in Mountain View, Lick Observatory at Mount Hamilton, and other research locations throughout the Monterey Bay Crescent—has influenced the focus and reach of the campus's world-class research portfolio. The campus will continue to leverage these locational resources in support of its educational and research aspirations.

To achieve this priority, over the next two years the campus will continue to

- ✓ Work with academic deans to identify one or two interdisciplinary areas in which to focus development of new graduate program proposals and/or research initiative proposals; and
- ✓ Target a share of faculty hires within existing disciplines **so as to enhance the campus's** capacity/expertise in the areas identified by the deans.

This past year, the campus published an analysis of its performance (relative to AAU institutions without medical schools) on a comprehensive set of campuswide indicators. Moving forward, the campus has begun to identify a range of metrics to track progress at the divisional, departmental or unit level, including such measures as research activity, graduate data, postdoctoral numbers, citations, gift activity, research awards, etc. Such measures will provide the data needed to make sound judgments in this difficult budgetary environment (and in good times as well).

- [Explore new professional programs](#)—that address needs of our State and that prepare the individuals who will innovate, serve humanity, and tackle challenges facing society and our world.

The step into professional education, begun with the School of Engineering, is seen as the transition of UC Santa Cruz into a truly comprehensive research institution. Growth in professional programs is one of the strategies for achieving the campus goal of having graduate students comprise 15% of total campus enrollment. There is a documented need within the State for increased production of high-quality graduates in professional areas.

**As part of the campus's academic planning, several areas of strength** have been identified in which such professional programs (and/or schools) might be developed. In particular, the campus has made significant progress in exploring the creation of a 21<sup>st</sup> century school of management to be located in Silicon Valley.

To achieve this priority, over the next two years the campus will

- ✓ Determine the feasibility of the proposed *School of Management* (SOM); as appropriate, complete the SOM academic plan, understand the SOM resource requirements, and identify potential major donors for the requisite initial capital to start such a school; and make a decision on whether to proceed with the school at this time; and

- ✓ Explore possible professional programs (or schools) in *education* (MA/PhD) and in *electrical engineering* (MEng).

Campus efforts to advance this priority related to professional programs are progressing—albeit at a slower pace due to constraints on faculty hiring necessitated by budget cuts—and, for example, it is anticipated that during 2009-10, a written report about the feasibility of the proposed *School of Management* (SOM) will be available for Senate review and comment.

- **Build on and enhance UCSC's distinction and achievements as an outstanding undergraduate institution.**

UCSC is recognized for its uncommon commitment to academic engagement and a quality learning experience at all levels.

Over the next two years, the campus will continue to build upon and enhance the undergraduate educational experience by providing additional opportunities for undergraduates to engage with faculty early in their careers; by helping to establish clearly articulated educational objectives and learning goals for the undergraduate curriculum; through building a sustainable academic advising and support network and strengthening campuswide programs for learning support; and through careful curriculum planning to enable programs to balance student needs with available resources without negative impacts on retention and graduation.

Over the past year,

- ✓ The Academic Senate adopted meaningful and practical improvements to the campus general education requirements (<http://senate.ucsc.edu/cep/CEPGESCP1597.pdf>). As a result,
  - Every UC Santa Cruz undergraduate in every major—from engineering to economics, from music to microbiology—will complete a rigorous series of core courses across diverse disciplines.
  - By graduation, Santa Cruz students will demonstrate proficiency in ten skill areas; for example, one such skill area is statistical reasoning—a relevant skill for the 21st century, no matter what their career path.
  - All Santa Cruz students will also take at least one junior or senior level course in disciplinary communications; each graduate will understand how to write and orally present in a manner relevant to their chosen field of study.

Faculty are now revising their courses to reflect the new educational objectives. The new disciplinary communications requirement takes effect as of fall 2009 and other requirements will become effective in fall 2010.

In addition, over the next two years the campus will

- ✓ Modify first-year experience courses within the colleges, as appropriate, in response to the new general education requirements. A number of pilot initiatives are already underway, including
  - An interdisciplinary topical cluster at College Eight built around its theme of the environment and society; and
  - A pilot in the College Ten core course to better integrate support for student writing.

These (and other) initiatives will help the campus renew and re-envision the academic role of the colleges; and

- ✓ Undertake additional initiatives to improve retention and graduation rates that build upon **the campus's distinguishing features.**

To monitor its progress, the campus will consider

- ✓ 1-year retention rates;
- ✓ 6-year graduation rates; and

- ✓ **Curriculum capacity (and its contribution to students' ability to make timely progress toward their degrees)**—such analyses will be particularly important as the campus trims and/or consolidates some classes in response to fiscal constraints.

This past year, a group on undergraduate curriculum capacity began its work. The campus expects that recommendations will be forthcoming during the 2009-10 academic year. As a result of past efforts, academic departments are now provided with routine reports/information that help inform their curriculum consolidation and course sequencing efforts—over the past year, these reports have helped shape several important decisions about how to offer key prerequisite courses.

Although retention and graduation rates are slow-moving indicators, the campus continues efforts to track students in academic difficulty (and intervene, as appropriate) and to improve academic advising (e.g., using consolidation to maintain services in the face of budget cuts). As a result, the campus retention and graduation rates are expected to continue to make steady improvement.

- **Move forward planning for the campus's Silicon Valley Center** in order to increase collaborative research, develop graduate and professional programs, accommodate student demand and promote academic preparation for UC, and promote intersegmental cooperation.

At the July 2008 Regents meeting, UCSC articulated its vision to lead the planning for the creation of a new, unique community of educational institutions and industrial partners in collaboration with NASA Ames in the heart of Silicon Valley. This effort provides a unique opportunity for the campus to **create a "meta-University" collaborative environment** (with Santa Clara University, Carnegie-Mellon University, Foothill-De Anza Community College District, NASA Ames Research Center, and industry partners) to stimulate and germinate new ideas and creative approaches to the needs and challenges of the 21<sup>st</sup> century.

To move forward the Silicon Valley Center—as envisioned at the July 2008 Regents meeting—a limited-liability company (LLC) was formed to execute a ground lease with NASA. In its planning, the campus has delineated the distinction between (i) the activities of LLC and (ii) the vital intellectual/academic framework for intra- and inter-institution interactions/partnerships that support the campus research aspirations and the educational goals of the **Strategic Academic Plan** (e.g., academic and research activities such as ASL, BIN-RDI, curriculum offered by the School of Engineering, and research awarded under the UARC contract with NASA).

In support of these academic goals to expand the campus research presence and to provide new research opportunities for faculty, the campus is working to build closer collaborative ties between UCSC faculty and NASA researchers.

Over the past year,

- ✓ **University Associates, LLC**, was established/authorized by The Regents to carry out the proposed activities for that LLC (as outlined in <http://www.universityofcalifornia.edu/regents/regmeet/july08/f10.pdf>);
- ✓ NASA lease for the 77-acre University Development Area (UDA) at the NASA Research Park was executed (by the LLC) in December 2008; and
- ✓ Potential developers with whom to partner in developing the UDA have been identified.
- ✓ The campus is currently on target for the following key milestones:
  - **Early fall 2009**: Closing the initial subscription for University Associates, LLC
  - **October/November 2009**: Selection of master developer (from among two finalists)
  - **December 2009**: First (non-deferred) lease payment (\$887,000)
  - **March 2010**: Anticipated signing of exclusive negotiation agreement (ENA) with selected developer

These milestones represent decision points (and potential exit points) in the on-going feasibility analysis for the Silicon Valley Center.

To move forward, over the next two years the campus will

- ✓ **Complete a strategic plan for UCSC's Silicon Valley Initiatives**—including a supplement to the *Strategic Academic Plan* for potential programs to be situated at the University Development Area (UDA) at the NASA Research Park; and
- ✓ If the project is found to be feasible, bring a proposal back to The Regents.

The campus already offers instructional, continuing education, and service programs for the Silicon Valley region—these will continue. **The strategic plan for the campus's Silicon Valley Initiatives is a key element of the campus's next steps**—an effort now led by recently-appointed Vice Provost Martin Chemers (Professor, Psychology) and Associate Vice Provost Tracy Larrabee (Professor, Computer Engineering).

- **Augment and diversify the campus's resource base**—specifically by increasing total philanthropic support to the campus and preparing for UC Santa Cruz's first comprehensive fund-raising campaign.

The campus is identifying the resources needed to achieve its vision and will seek to increase private support to continue the momentum of academic progress—particularly in those areas where added investment will enable excellence. **The campus's fund-raising efforts**, however, are not intended to replace State funds, which remain the core funding stream supporting campus I&R functions.

The campus has made significant progress to increase extramural support and private giving over the past two years. Despite the difficult economic environment, the campus is on-target for achieving its 2011-12 private support goal (\$40 million per year), almost doubling private support from 2005-06.

Its comprehensive campaign feasibility was completed (and approved by the UCSC Foundation) in June 2009. Key campaign initiatives have been established in alignment with the *Strategic Academic Plan* as well as the campus's *Two-Year Goals Statement*:

- ✓ Commitment to enriching undergraduate education;
- ✓ Preserve, protect, and understand our coastal environment;
- ✓ Build on our excellence in human health with particular emphasis on bioinformatics;
- ✓ Create cultural literacy and expression of the arts in the digital age; and
- ✓ Provide access to students who choose to attend UC Santa Cruz (both graduate and undergraduate).

To monitor its progress, the campus is developing leading indicator metrics as well as tracking traditional private support measures such as

- ✓ Campus endowment (total value);
- ✓ Total annual philanthropic support (annual total); and
- ✓ Alumni and parent support (annual total).

### New programs and schools

As noted earlier, the **centerpiece of campus's near-term efforts** is to sustain steady progress in implementing the *Strategic Academic Plan*—thus academic program development is fundamental to re-affirming its role as a distinctive research university, to its aspirations for graduate growth, and for ensuring that UC Santa Cruz is the campus of choice for students across the State.

It is important that the campus proceed with such programs only when it can ensure that new programs will be viable and sustainable at each stage of their development. For example, the campus already has approval for innovative new Ph.D. programs in *Film and Digital Media* and in *Visual Studies*, but has put **these programs "on hold" for the time being** for purely budgetary reasons. One of our priorities will be to find a sound financial way to get these programs up and running.

Campus plans for new programs and schools over the next five years include the following proposals; in the near-term, however, the pace of many will likely slow because of constrained faculty hiring:

**Programs:**

- Applied Mathematics & Statistics (BS)
- Art Practice with a Global Reach (PhD)
- Coastal Policy (MA)
- Cognitive Science (BS)
- Comparative United States Studies (PhD)
- Computer Game Design (MS)
- Electrical Engineering (MEng)
- Feminist Studies (PhD)
- Global Health (MS)
- Jewish Studies (BA)
- Latin American & Latino Studies (PhD)
- Planetary Sciences (MS/PhD)
- Public Health (MPH)
- Robotics Engineering (BS, previously Mechatronic Engineering)
- Software Engineering (MS/PhD)
- Studies in Performance (MA)

**Schools:**

- School of Management (MBA/Executive MBA/PhD)
- School of Education (MA/PhD)

The proposed program proposal for Autonomous Systems (MS/PhD), listed in last year's statement, has been withdrawn due to fiscal constraints.

As noted earlier, the campus has completed program approvals for Economics/Mathematics (BA), Physics Education (BS) in partnership with *California Teach*, Technology & Information Management (MS/PhD), and Collaborative Leadership (EdD).

## SECTION III: CONTRIBUTIONS TO AND ROLE OF SYSTEMWIDE INITIATIVES

UC Santa Cruz envisions its future as one that embraces excellence in established disciplines and forges new lines of collaboration between disciplines in a way that is nimble, innovative, and responsive to the needs of society. Similarly, multi-disciplinary and cross-campus efforts create a University of California that is greater than the sum of its individual campuses.

### UC Santa Cruz role/contribution to systemwide initiatives

In that spirit, many of the initiatives started by Santa Cruz have been designed from the outset to benefit the entire UC system and leverage the contributions of its talented students and employees. Please refer to the December 2008 goals statement for additional information about the following Santa Cruz initiatives:

- UC Santa Cruz established and is leading a University Affiliated Research Center (UARC, <http://uarc.ucsc.edu>) at NASA Ames.
- The UC Observatories (UCO) multi-campus research unit (MRU) has its headquarters at Santa Cruz and the campus manages the operation of UCO/Lick Observatory on behalf of the UC system. The campus also participates in other MRUs.
- A number of Santa Cruz-based educational initiatives are focused on improving secondary education and address issues of importance statewide—including the *Monterey Bay Educational Consortium* (MBEC), *Silicon Valley Higher Education Roundtable* (SiVHER), *Center for the Future of Teaching*

and Learning (CFTL), *Educational Partnership Program* (EPC), and the *University of California College Prep* (UCCP) program.

- UCSC also participates fully in other University of California systemwide programs such as *California Teach—UC’s program for undergraduate science, math, and engineering majors on all UC campuses* whose goal is to dramatically increase the number of science, mathematics and engineering majors who pursue careers in secondary science and mathematics teaching.
- UC Santa Cruz people serve on a variety of systemwide tasks forces and working groups. During 2009-10, for example, Chancellor Blumenthal will:
  - ✓ Co-chair (with Professor Cynthia Brown, Santa Barbara), the *UC Commission on the Future* working group on the size and shape of UC; and
  - ✓ Serve on the Presidential Task Force on Post-Employment Benefits.

Conversely, the Santa Cruz campus has specifically designed many of its academic support services to depend upon the synergy of UC collaborative efforts. As detailed in the December 2008 goals statement, these include

- UC Santa Cruz competed successfully for a role in two of the four *California Institutes of Science and Innovation* (Cal ISI): *California Institute for Quantitative Biosciences* (QB3, with UCSF and UCB) and *Center for Information Technology Research in the Interest of Society* (CITRIS, with UCB, UCD, and UCM). These are examples of formal research partnerships between UC campuses; the campus has also encouraged (and provided assistance and the technical infrastructure for) individual faculty to partner with colleagues at other UC campuses on research projects.
- The *California Digital Library* plays a pivotal role in providing library resources to Santa Cruz students, faculty, and staff.
- UC intercampus network initiatives—including CENIC, the *Corporation for Education Network Initiatives in California*—have similarly been critical to enabling UC Santa Cruz’s role as a distinctive public research university.

### Office of the President assistance

The Office of the President can assist UC Santa Cruz in meeting its near-term priorities and achieving its vision in a number of ways. For example,

- Provide assistance (as needed at selected milestones) in the negotiations related to **the campus’s Silicon Valley Center at the NASA Research Park**—as noted earlier, this project is expected to enhance **UC’s presence in Silicon Valley, benefit research faculty at all UC campuses, and help establish a productive partnership with other educational institutions.**
- Ensure that UC (operating budget and capital) resource allocation principles and strategies position campuses—small and large—to compete on an equal footing with their UC peers (and hence with distinctive public research institutions nationwide).
  - ✓ In particular, move forward reconsideration of both the formulas used to allocate Ed Fees (with the objective of, over time, reallocating back to UCSC the fees generated by the campus) and, more broadly, the distribution of General Funds (including State support per FTE student).

Over the years, UCOP has adjusted allocation formulas so that campuses retain overhead, professional school fees, registration fees, and selected other revenues that they generate. As yet, similar methodologies have not been applied to Ed Fee income, thus putting at a disadvantage smaller campuses, such as Santa Cruz, without substantial flexibility to buffer or shift costs to these other fund sources. Similarly, historical methods for allocating State funds have resulted in substantial differences among campuses in support allocations on a per student FTE basis.

- In its role as the primary advocate for State resources for **the University's** instruction and research mission, **continue to press for the core elements of UC's I&R budget:**
  - ✓ Competitive salaries/health benefits costs/employer contribution to UCRS;
  - ✓ Enrollment funding; and
  - ✓ **University's capital program.**

Such funding is essential for UC Santa Cruz (and other UC campuses) to be able to recruit and retain the best and the brightest faculty and staff and provide the capacity space needed to carry out our teaching and research mission. With regard to capacity space such as classrooms, labs, and office space, UCSC is about 10% below the average of the UC system, largely because capacity space follows enrollment growth and has not kept up. UCOP is in the best position to lead with a clear, united message about the new resources we seek from the State (and the benefits that will accrue to **California's citizens or the consequences if those resources are not made available**).

The *UC Commission on the Future* represents a pivotal effort to chart (and advocate for) a vision for how the University of California can best serve the State in the years ahead and maintain access, quality and affordability. The President and The Regents are to be commended for this bold, strategic policy initiative.

- Continue to lobby to reduce reporting requirements that have been imposed without funding to pay for them.
- Lobby to have the State provide support for communities with UC campuses so that mitigation **measures don't have to come from** strapped campus operations budgets.

### Benefits of Systemwide initiatives to UC Santa Cruz

In the near-term, there are a number of initiatives that will assist the campus in achieving its two-year goals. For example, as noted in the December 2008 goals statement, collaboration on information systems projects will assist the campus in cost-effectively providing needed research and academic support services related to its two-year priorities.

It is recognized **that in order to shield campuses from additional budget cuts during the State's fiscal downturn**, UCOP has taken significant cuts to its operating budget and therefore must focus its efforts and cut back on the services it provides. One of the productive leadership roles that **the President's office has** assumed in the past is bringing campuses together to collaborate on common solutions to campus issues; **UCOP's new emphasis on transparency will enhance these collaborations by enabling** participants to "think out of the box" with all the facts on the table.