

Planning for the UC Santa Cruz of 2010

July 31, 2001

DEANS
VICE CHANCELLORS
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Dear Colleagues –

As we pause to reflect at this stage of our comprehensive long-range planning process, I would like to thank each of you for your hard work in consulting, shaping, and presenting your preliminary ten-year plans. In addition, my sincere gratitude goes to the faculty and staff for their contributions and to the Senate and administrative committees, as well, for their careful reviews of these drafts.

This letter is intended to provide a broad context for where we are in our planning process, an overview of the issues related to the growth we anticipate and the programs we wish to build, and general guidance for developing your comprehensive December submittals.

In addition to these comments, I have compiled a set of web-based references (including a number of key planning and policy documents, as well as your divisional executive summaries and the committee commentaries thereon) that can help facilitate the discussion going forward.

I look forward to the development of a comprehensive long-range institutional plan and resource allocation strategy for UC Santa Cruz that will guide the growth of the campus through 2010-11, as well as provide meaningful linkages between our shared campus goals, divisional and program plans, and our budget process.

Sincerely,

John B. Simpson
Campus Provost and
Executive Vice Chancellor

cc: Chancellor Greenwood

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UC Santa Cruz is determined to retain its uncommon commitment among public research universities to undergraduate education, while expanding its top-tier research and introducing a significant cohort of graduate students. The two-year planning process currently underway will culminate in a roadmap for the journey to reach these dual goals while maintaining and building academic excellence.

At this midpoint in the planning process, it is time to pause and reflect on the environment in which we are planning—the economic, demographic, and technological realities that are transforming higher education in California—and on the possibilities envisioned in the draft divisional executive summaries.

In planning for what the campus might look like in 2010, last year we crafted eight priorities around which divisional plans were to be developed. The draft divisional executive summaries for those plans (submitted in March and discussed campuswide during April and May) communicated a sense of excitement about the possibilities for both academic and academic support divisions. Many of the most promising ideas for instruction and research programs shared a number of common characteristics:

- ▶ A focus at the intersection of new intellectual directions and new technology;
- ▶ Public service/knowledge and/or policy issues;
- ▶ Interdisciplinary programs;
- ▶ Programs that address local issues, global/international issues, or both.

Regarding the strengthening of academic support, ideas emerged that call for new ways of working to improve the quality of undergraduate and graduate education while at the same time transforming campus support services. The examples below provide opportunities to build closer connections among programs and define clear pathways between existing strengths and future directions.

The draft divisional plans also pointed to a number of challenges faced by the campus that will require a re-examination of the resource base on which core programs are built as well as the incremental resources that foster innovation. These challenges include:

- ▶ *Space and the development of our physical infrastructure.* It is clear that the construction of new facilities to house our programs will lag the actual arrival of students and faculty by

Eight priorities for shaping the UC Santa Cruz of 2010:

- Strengthen research and scholarly accomplishment and distinction;
- Markedly increase graduate programs and enrollments;
- Develop interdisciplinary programs at all academic levels;
- Enhance faculty, staff and student diversity;
- Markedly increase external support, from grant/contract as well as private fundraising;
- Creatively combine present resources with new resources;
- Develop innovative programming in non-traditional areas, including the Silicon Valley Center (SVC), state-supported summer instruction, and other off-campus enterprises (for example, distance learning, EAP, UCDC, others);
- Propose accountability measures.

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several years, thus we will need strategies to address the campus' short- and intermediate-term space requirements.

▶ *Building the administrative and support infrastructure.* New business architectures upon which our support services will be delivered must be designed and implemented.

▶ *Enrollment expansion.* We must manage student growth to achieve academic program balance while simultaneously responding to the enrollment needs of the State.

These challenges require that principal officers (in particular, deans and vice chancellors) articulate their priorities clearly. As a campus community, we all must examine the costs and benefits and then make tough choices about future investments.

During the early phase of the planning process, the juxtaposition of the various divisional plans underscored a number of crosscutting issues. They ranged from the need to be more explicit about our plans to achieve the diversity required to serve the population that will comprise California in 2010 to the need to describe more clearly the role that new information and instructional technologies will play in our teaching and research. Principal officers are asked to address these issues in their comprehensive submittals due in early December 2001.

During the summer and fall, the Office of the Campus Provost will coordinate the analysis of a number of issues:

Next steps ...

Summer/fall 2001:

- Office of the Campus Provost coordinates issue analysis
- On-going consultation
- Principal officers finalize comprehensive plans (due December 3, 2001)

December 2001—April 2002:

- Long-range academic and academic support plan for campus refined, compiled, and circulated for discussion

Spring 2002:

- Institutional plan submitted to Campus Provost

▶ Options for UC Santa Cruz professional schools or their equivalent;

▶ Additional processes to identify proposals for interdisciplinary programs, including those from "graduate groups";

▶ Specific plans for State-supported summer instruction (commencing in the Summer of 2002); and

▶ Examination of short-, intermediate-, and long-term space needs, including current allocations and utilization.

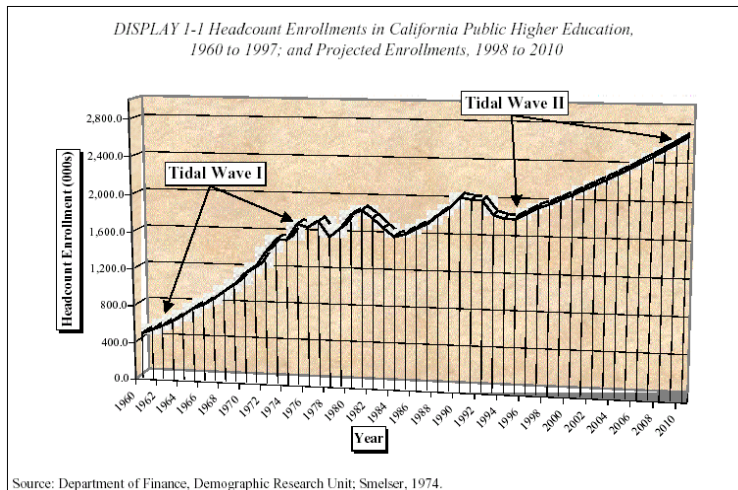
These analyses will inform a number of discussions planned for Fall, and will culminate in comprehensive departmental and divisional plans to be submitted in December 2001. In turn, these final plans will form the basis of a long-range academic and academic support plan for the campus that will be compiled, refined, and circulated for wider-campus discussion during the Winter and Spring of 2002. The final iteration from these discussions will be a UC Santa Cruz institutional plan, which along with an accompanying resource allocation strategy and accountability goals, will be submitted to the Campus Provost in the Spring of 2002.

PREFACE

In my December 22, 2000 letter, I outlined how the Partnership Agreement between the Governor and the University of California provided sufficient predictability for the campus to plan for the next era of its development—plans formed by a projected growth of 5,200 new student FTEs between now and 2010. The funding that will accompany this growth will allow us to work toward several important goals. It will help us to strengthen the position of UC Santa Cruz as a major research university, enhance overall academic quality at both the undergraduate and graduate levels, promote innovation, and increase access for the diverse population in California today. These goals are explored in this letter, along with my general comments on the draft divisional executive summaries. Taken together, my observations address the promise, context, and challenges associated with our campus planning process.

Policy directives from the University of California and philosophies from State leaders shape many of the responsibilities our campus shoulders willingly. The California Master Plan for Higher Education obligates the University of California to accommodate the top 12.5% of high school graduates. It provides the basis for our concern about access, as we must accommodate large numbers of new college-going students. UC's recent refinement of this mandate to include the top 4% of each comprehensive high school's graduating class presents this campus with an opportunity to extend its long-term commitment to diversity, but will require continued, careful attention to student preparedness to ensure success.

Only in this way will UCSC fulfill the fundamental responsibility of a land grant university to help produce an educated population. More important, these UC system- and state-wide obligations create an opportunity to bring the expertise of our faculty to the task of improving the academic preparation of K-12 students in general, thus helping to shape the next generation of students entering the UC system. These general policies frame the request from the State, through



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UCOP, that UCSC accommodate an enrollment of 16,900 by 2010.

As we come to the close of the first year of our two-year comprehensive planning process, please accept my deep appreciation for the careful thought and consultation that went into the programs described in each division's executive summary, as well as the thoughtful review and discussion of these plans within both the PAC committees and the Senate.

It is now time to move forward with the formulation of the comprehensive divisional plans, which are due on December 3, 2001. As that work progresses, keep in mind the issues described in more detail below. I intend to meet individually with the principal officers during the summer to discuss in more detail their executive summaries and my expectations for their comprehensive plans. In the meantime, I've addressed the first half of this document to the campus as a whole, and the second half more specifically to those responsible for producing the next drafts of the plans. We must all work together to create the vision that directs our planning now and which will shape our campus for the next several decades.

THE CONTEXT

The Local and State Context

Several significant responsibilities shape the context in which we are conducting our comprehensive campus planning. One is the State's emphasis on quality undergraduate education, which fits well with the conclusions reached by the UCSC Millennium Committee in its 1998 report *UCSC at a Crossroads: Advisory Report of the Millennium Committee*.¹ Especially crucial in framing our future work is the committee's determination that UCSC retain its uncommon commitment among public research universities to undergraduate education while expanding its top-level research and introducing a significant cohort of graduate students. Careful attention to this delicate balance must be shown in the final version of each division's plan. This will require careful attention to measures of success at achieving our goals, including a clear assessment of student outcomes at both the undergraduate and graduate levels.

The State also expects UC campuses to work with the schools in their regions to raise levels of student preparation for higher education and achieve whole-school change. UC Santa Cruz

UC Santa Cruz ... *"an outstanding research university with an uncommon commitment to high-quality undergraduate education."*

Millennium Committee,
September 1998

¹ See <http://www.ucsc.edu/chancellor/millcom/mcreport.pdf>.

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has been a leader in reaching out to local schools and communities in order to help K-12 students increase academic success and teachers improve their skills. For example, UCSC's Educational Partnership Center seeks practical solutions to increasing access to higher education. The New Teacher Center is dedicated to teacher development and new teacher training. The plans for the Department of Education build on strong, long-recognized relationships with the schools to improve teacher professional development and retention, student preparation through academic and other outreach programs, and now in proposed graduate programs for future school leadership.

Proposals by several divisions to augment current relationships with schools and to create new connections with teachers in their disciplines are an especially praiseworthy development. I urge each division to work with the appropriate California Subject Matter Projects sites on campus—in Writing, Reading and Literature, History/Social Sciences, Math, and Science—and to build on their experiences and expertise in order to leverage our impact on schools in the area. The campus' success to date in creating partnerships among academic, student affairs-based, and school-based programs makes it truly unique within the UC system. We have considerable success already to build on as we continue to improve and expand those efforts.

Although these responsibilities affect the context in which we plan, each also has several complexities that influences how we proceed with our planning. An important concern for the Santa Cruz and broader Monterey Bay communities, for example, is growth. The 1988 LRDP studied the effects of the decision to attain a campus size of 15,000 FTE students by 2005, identified a number of environmental and other issues that might result from that growth, and proposed measures to mitigate those effects. In planning our growth to 16,900 FTE students, we must be true to our values and sensitive to community concerns. For this reason, I stated that one of the campus' planning priorities was to accommodate enrollments in excess of 15,000 FTE through alternative academic programs such as those currently located in UCDC or through UCSC Education Abroad programs, those offered during the summer term, or those to be developed at the Silicon Valley Center.

These alternatives also serve another responsibility derived from the state's needs and interests. UCSC is well situated to serve a wide array of interests of the state's citizens—including part-time and professional students—through distinctively different kinds of programs. UCSC Extension, for example—which has become the premier provider of

“Undergraduate education at UCSC will offer students a variety of opportunities that cultivate a lifetime habit of curiosity, while preparing them for future careers and professional life: engaging in research with faculty, participating in internships and field experience, and contributing to community service.”

Millennium Committee
September 1998

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continuing education programs for Silicon Valley and Monterey Bay area—has partnered with Baskin School of Engineering in the delivery of a unique distance education-based program for working professionals. In other areas, such as professional development for K-12 education or advanced courses related to new technologies, UCSC is in a strong position to educate and lead. The divisions' draft plans demonstrate that serving these needs can reveal new, promising intellectual and scholarly directions. Thinking about new programs also creates opportunities to explore how we can leverage UCSC's intellectual contributions more broadly across the Silicon Valley and Monterey Bay regions.

In the comprehensive divisional plans that will be developed this Fall, we will want to make explicit the work toward this goal that already is underway. For example, discussions are ongoing with San Jose State University to explore joint doctoral programs in areas such as engineering, education, and marine sciences. Similarly, efforts are on-going to identify new opportunities for research, instruction, and K-12 collaborations in the region. Moreover, recent UCSC research partnerships have provided the campus with the resources to enhance significantly our contribution to the local, state, and national research and public service agenda. Joint proposals with other UC campuses, for example, competed successfully for two California Institutes for Science and Innovation—the Institute for Bioengineering, Biotechnology, and Quantitative Biomedical Research (QB3) and the Center for Information Technology Research in the Interest of Society (CITRIS)—and government and private partnerships enabled Long Marine Lab to expand significantly its facilities and therefore its impact in the region.

The Changing Campus Context

The self-reflection expressed in the *Millennium Committee Report* and the new programming fostered by the Initiative Process reveals a significant shift within UCSC. During this period, we recognized the need for a broad-based institutional planning effort to address and manage the larger issues of technology, human resources, student support, space infrastructure (physical and administrative), and general support of the academic enterprise. As a result, we have begun to move away from a budget strategy where resources are allocated primarily by workload factors, as was the case during much of the 1990's under "Managing Faculty Resources" or MFR policies.

Now, due to the recent annual Initiatives Process, we have begun to envision new programs as part of a longer-term

planning process. We are in the midst of moving from annual Initiative proposals, through a two-year iterative planning stage, and into a long-term blueprint for the future. In this future, UCSC will focus on excellence in both its research and teaching programs, and will further define its unique characteristics among the very highest quality institutions of higher education.

Through a combination of the Initiatives Process and recent growth, we already have a number of notable achievements. Here are just a few examples. One is Student Affairs' on-line web applications. We lead all UC campuses in this capacity. Another is the UC College Prep Initiative, where UCSC leads the effort within UC to use technology to deliver on-line Advanced Placement classes to high school students throughout the state. In academic areas, we now have the Center for Adaptive Optics, as well as the new Institutes for Humanities Research and for Geophysics & Planetary Physics (IGPP). New graduate programs in Philosophy, Politics, and Environmental Toxicology also have been introduced, and a number of promising possibilities for other new graduate programs are discussed in the draft plans. New research centers focused on Justice, Tolerance and Community (CJTC), International Economics (SCIE), Biomolecular Science and Engineering (CBSE), and Networks and Information Systems Technology (iNEST) are now in place. A number of new physical facilities such as the Interdisciplinary Sciences, Adaptive Optics, Ocean Health, and Physical Sciences buildings, the Graduate Commons and the new Baytree Bookstore will be completed soon. All of these emerged as part of the planning processes of the last few years. All contribute to the foundation for UCSC's future.

When completed, the current planning process will lay out a vision of strong programs that build on solid current achievements and point in new directions that will shape the campus for the next fifty years. This ambitious planning process is absolutely essential. Five years ago student FTE enrollment was approximately 9,500. This past year it was nearly 12,000. In 2006-07 enrollment may reach 15,000. Of equal significance, we anticipate serving a much larger cohort of graduate students—up to 1,500 by 2006-07.

It is not only the dramatic increase in numbers that matters. The students we will serve in the future will have different profiles than those we have taught in the past. These students will have grown up in a high-paced, digital era that is dramatically different from the one that we have experienced. Their expectations for instructional technologies (e.g., on-line curriculum resources customized on the basis of individual student mastery of subject matter) and academic support

“The young men and women of America’s future elite work their laptops to the bone, rarely question authority, and happily accept their positions at the top of the heap as part of the natural order of life.”

The Organization Kid
by David Brooks
Atlantic Monthly, April 2001

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services (e.g., services and business transactions handled via personalized information portals) will be significantly higher. Over the next decade, these changes² will occur as sophisticated object-oriented course delivery systems mature, as digital video becomes commonplace, and as it becomes routine for instructional materials (including full courses) to be available via the Internet. Furthermore, it will be commonplace for learning and collaboration to occur at a distance as students take advantage of outside experts and resources at off-campus facilities.

The students are coming; it is our obligation to accommodate them. It is significant, then, that the draft divisional plans have begun to explore creative approaches to serving a larger number of students than can fit on the campus during the traditional three-quarter academic year. Summer term, for instance, can accommodate traditional students meeting requirements in a range of disciplines. Similarly, Arts has proposed expanded new uses both for the arts buildings and curriculum during the summer that could attract new students *and* meet the needs of continuing students. The Silicon Valley Center (SVC) has the potential to serve traditional students at a distance, and non-traditional students as well. These topics will be examined further below.

So what might UCSC look like in 2010? We will work carefully to situate an expanded and environmentally sensitive campus within its unique and breathtaking setting, and in constructive partnership with its host community. We will be a research university notable for its select, highest-quality scholarship and research. We will be responsive to needs of students who are looking for a relatively small, outstanding *public* research university with a continuing emphasis on high quality undergraduate and graduate education. We will accomplish these goals through a promising new mix of programs for traditional and non-traditional students at the undergraduate and graduate levels, developing new programs that will selectively enhance our present strengths as well as foster programmatic innovation. In all of these characteristics, we will be responding to the needs of the state and the University of California.

² UC Santa Cruz is uniquely positioned to take advantage of the maturation and convergence of these technologies given the State and UC investments in Internet2, UC leadership in the California Digital Library, our own leadership in the innovative UC College Prep distance learning project, and our access to national partnerships such as NPACI.

THE PLANNING PROCESS

The current planning process, underway since mid-2000, emerged from widespread consultation with a wide variety of campus constituencies. We reached agreement about both the need to plan and the process by which planning would occur. Consequently, I issued the December 22, 2000 call to principal officers (deans and vice chancellors) to work with their colleagues to craft draft plans for campus-wide review. Those draft plans, submitted in March, were reviewed in April and May of this year. Through the Provost's Advisory Council (PAC), principal officers received feedback on their plans from the Academic Senate Committee on Planning and Budget and the PAC Academic Planning and Academic Support Planning Committees. With this letter, we are now ready to consolidate the campus responses and move on to the next phase in our planning.

During my meetings this summer with each dean and vice chancellor, I will offer detailed comments on their draft plans. My comments, as well as those provided by other campus bodies as noted above (CPB, APC, ASPC, etc.) should inform and shape divisional planning efforts, but should not decide programs and priorities. These should be defined by the planning taking place now within the divisional units. I want to emphasize that in completing their plans, it is the deans, the vice chancellors, and their colleagues who must decide what to bring to the campus table for consideration in December.

The Planning Framework: Our Eight Priorities

We began our planning process with eight priorities, and they continue to inform our thinking. To reiterate, our priorities are to:

- ▶ Strengthen research and scholarly accomplishment and distinction;
- ▶ Markedly increase graduate programs and enrollments;
- ▶ Develop interdisciplinary programs at all academic levels;
- ▶ Enhance faculty, staff and student diversity;
- ▶ Markedly increase external support, from grant/contract as well as private fundraising;
- ▶ Creatively combine present resources with new resources;

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“The UC Santa Cruz enterprise is synergistic, and the results of our efforts are greater than the individual parts. In the language of the logician, faculty, staff and students are necessary for the university to exist, but individually, they are not sufficient.”

M.R.C. Greenwood
Inaugural Remarks, May 1997

- ▶ Develop innovative programming in non-traditional areas, including the Silicon Valley Center, State-supported summer instruction, and other off-campus enterprises (for example, distance learning, EAP, UCDC, others);
- ▶ Propose accountability measures.

As members of the campus community, we all share responsibility for the future of the institution. Within the current planning context, we each have roles to be filled.

My role as Provost/Executive Vice Chancellor is to provide the framework—the eight priorities listed here—and the opportunities to shape and implement the academic future of UCSC. The role of the academic leaders of the campus community is to use this planning process to think creatively, differently and broadly to develop the academic programs that are consistent with these priorities. These priorities, you will recall, originated in the visionary work of the Millennium Committee. That faculty-led committee reflected inclusively the ideas of our entire campus community, partners, and peers, so it will continue to be used to gauge the importance to the campus of particular plans.

Several of these priorities serve as proxies for quality, or the means to enhance our quality. For that reason, I am heartened by the creative responses to the importance I assigned to four of the eight priorities: (1) Marked increases in graduate programs and enrollments; (2) Development of interdisciplinary programs; (3) Significant increases in external funding support; and (4) Innovative programming in non-traditional areas.

Others of the priorities are critically important because they represent operational imperatives. Accordingly, the deans and vice chancellors should demonstrate in their final revised and detailed plans how the divisions will combine their current with future resources to strengthen research and scholarly accomplishments both in core programs and in the innovative directions to be pursued. We must consider *all* funds and resources, and think creatively about reallocation from within the existing base (e.g., faculty vacancies). These leaders also will need to provide much more detailed discussions of concrete plans for enhancing diversity in all realms. Finally, they should provide details of accountability measures for each significant aspect of their plans (what will be measured, by whom, and when). These measures of achievement will need to be examined at regular intervals in future years so that the plans produced now may be revisited and adjusted periodically to reflect new realities and levels of accomplishment.

Succeeding in all of this means departing from “business as usual.” It means designing innovative programs that move beyond artificial dichotomies and barriers between core programs and interdisciplinary approaches, between a “theoretical” program and an “applied” one. We want to explore the new intellectual directions within as well as among the disciplines, while meeting the needs of students who want to serve society and/or pursue new and challenging intellectual opportunities. These are not, I believe, mutually exclusive goals.

UCSC is a relatively small research university. Successful innovation must build upon current areas of scholarly excellence. At the same time, truly effective interdisciplinary programs take shape from disciplinary strengths. Research programs with social “application” and significance grow out of theoretical and analytical sophistication and excellence. With the promise of new but not unlimited resources, our planning must be careful, directed, flexible, and with a constant eye on the highest quality scholarship and teaching.

Finally, the juxtaposition of the various divisional plans underscores a number of crosscutting issues, to which I will refer throughout this response. Campuswide efforts will be underway that parallel the divisional revisions of plans to address these crosscutting issues. Part of the work that must be completed during this next phase will be the integration of the work I have assigned to these workgroups with the divisional planning processes.

New Directions and Current Strengths

At this point in the planning process, it is not appropriate to endorse particular projects or approaches put forward in the draft divisional plans. I do not, therefore, mean to imply approval when I single out some proposals as examples here. Rather, they are highlighted so as to provide the opportunity for deans and faculty to examine the connections among these programs and to show how new connections can be built between existing strengths and future directions.

Both program and venue offer the campus the prospect to explore new directions. Discussed later are the opportunities afforded by the campus’ new Silicon Valley Center or the State’s willingness to support summer instruction. The Arts, for example, is considering the potential of Shakespeare Santa Cruz as a springboard for a summer program. Engineering is not only exploring a strong year-round instruction and

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research³ presence at the Silicon Valley Center but the opportunities to attract students from other campuses returning home to the Silicon Valley region for summer break.

There are many ways that the programmatic proposals could be described and aggregated, but I will focus on the ways in which particular groupings of programs address the new and expanded position of UCSC in the region, in the nation and in the world.

Many of the most promising ideas in the draft plans share common characteristics. These include: the intersection of new scholarly directions and new technologies; public service/knowledge and/or policy issues; interdisciplinary programs; and programs that address local issues, global/international issues, or both.

The intersection of new scholarly directions and new technologies ...

The first common area of overlap resides at the intersection of new scholarly directions and new technologies. As noted in several plans, the campus is ideally situated to develop these programs both on-campus and at the Silicon Valley Center. For example, the proposal for a Masters in Fine Arts in Digital Arts and New Media outlines how the emergence of a new cultural phenomenon can be investigated intellectually. Important in this activity is the building out of the School of Engineering, which represents a growth area and future campus strength. New programs are being discussed between engineering and the natural sciences. Some examples are the proposed Applied Physics Degree Program, linking physics curriculum with engineering preparation; and joint programs or research initiatives such as remote sensing involving Engineering, Environmental Studies, and Earth and Marine Sciences. Expansion of the Institute of Geophysics and Planetary Physics (IGPP) provides another example of how building on current interdisciplinary strengths can make significant educational and research contributions to the campus.

The recent multi-UC campus QB3 and CITRIS awards will provide new opportunities for research collaboration for faculty across many disciplines. The proposed Science, Medicine and Technology Studies program and the Anthropology of Technology emphasis also reveal new areas of scholarship that are being created at the intersection of existing divisions and departments. As focused discussion among the divisions continues, refinements of specific program proposals should

³ Engineering's proposal for a *Pacific Rim Roundtable for Technology and Society* offers connections with UC's CISI initiatives for CITRIS and QB3 as well as serves as an important gateway to the Silicon Valley region and Pacific Rim countries.

show how advantages can be maximized and, where possible, linked.

The second set of common areas of overlap would enable a campus-wide integration of research, training, and action-oriented programs around public service/knowledge/policy topics. Our society has a need for faculty who draw on their academic training to contribute to broader public discussions. The importance of the contribution that faculty can make in this arena requires moving beyond the traditional academic conceptualization of “theory” and “practice” as mutually exclusive domains. Some UCSC departments are already engaged in this kind of work. The Division of Social Sciences' new Center for Justice, Tolerance and Community provides an exemplar of how a clear vision and strong research agenda can be developed within and across disciplines.

***Public service/knowledge
and/or policy issues ...***

Similarly, proposals for the Integrative Coastal Ecology research program, the Masters in Environmental Studies, the Masters in Public Humanities, and the Education Ed.D. for practicing educators all reflect an interest in linking new research with informed public activism. This consistent emphasis builds on previous campus strengths and should instigate both broader discussion and fuller refinement in many disciplinary areas.

The third area of emphasis is interdisciplinary activities. All reviewers who have commented thus far have noted the creative ferment prompted by our call for interdisciplinary programming. The proposals show the potential of building on emerging intellectual interests among faculty across traditional academic boundaries to create strong new programs. Some examples of proposals that illustrate the promise of interdisciplinary programs are the Ph.D. in Visual and Performance Studies, the program in Health Sciences, and the Engineering Management program (Engineering with Economics and Psychology). Within the Division of Social Sciences, examples such as the Center for Conservation Science and Policy or the Center for Agroecology and Sustainable Food Systems, show a commitment to tie new departmental faculty lines to building on the existing strengths in the division's seven research centers. These proposals suggest a creative use of existing and new resources toward added excellence and new intellectual directions. Individuals involved in planning new programs should explicitly delineate the connections between new and extant strengths both in research and in the curriculum, and take care to nurture and expand existing strengths. The range of ideas proffered in the draft plans is most encouraging.

***Interdisciplinary programs
and activities ...***

Nevertheless, concerns have been raised that the current divisional structure may work against inter-divisional creativity,

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and may even convince individual faculty members that their views will not be heard. To address this concern, I am proposing that we design a process that facilitates solid planning and careful coordination among divisions to ensure successful, innovative, and academically rigorous programs. I will be looking to Vice Provost for Academic Affairs Brown, working with the divisions, Senate, and faculty, to determine appropriate processes to ensure the best and most creative planning possible. I will call on Graduate Dean Talamantes to grapple in similar ways with Graduate Group issues and to look to systemwide guidelines or models from other UC campuses that may inform our thinking. Some examples within UCSC, such as the Graduate Group overseeing the expansion of the Digital Arts/New Media MFA initiative, may merit close examination as a model process. Last, I also believe we can mount undergraduate interdisciplinary programs, offering training among the departmentally-based programs we have in a way analogous to the Graduate Group model, and I will encourage Vice Provost and Dean of Undergraduate Education Goff to identify and pursue this possibility.

Programs that address local issues, global/international issues, or both ...

The fourth area of interesting new developments is the range of programs with a global view. Among the many proposals put forward, a number explore the global context in which we now live, and others examine how current configurations of power, resources, and other aspects of the modern world play out in a locality, sometimes in our own region. If appropriately developed, these approaches could link existing programmatic strengths—such as Community Studies and CGIRS—with new initiatives ranging from a major in Health Sciences (as well as the major in Human Health—a collaborative proposal by the Divisions of Humanities, Natural Sciences and Social Sciences) to the Honors Minor in Global Studies or the undergraduate and masters major in the Liberal Arts. The expansion of existing programs like International Economics also fits here. Similarly, the endowed programmatic emphases in South Asian music links with the plans detailed in the Humanities report on a South Asian Studies Center, in which Social Sciences units will also be involved. The Pacific Rim Roundtable for Technology and Society is another promising direction of academic programming, with the capacity to bring together an interest in global concerns with a focus on how those play out in a locality.

There is yet another way of developing the scholarly contributions made by UCSC to larger, global enterprises. The Humanities doctoral program in Global Studies, for example, relies on the contributions of specific campus strengths and local contexts yet explicitly places the campus within larger intellectual collaborations by taking its shape from

the international collaborations of which they are a part.⁴ Finally, the consistent inter-divisional emphasis in each of these areas suggests that further cross-disciplinary work would be very useful.

CAMPUS CHALLENGES

Growth at the scale described in the divisional plans and around the four areas noted above will be challenging. In this section, I outline five overarching challenges that face the campus. Later these are recast in the context of specific instructions to principal officers as they prepare their comprehensive plans.

To be successful as we move forward, we will have to accommodate many less-than-ideal situations during the transition period. We need to be realistic and identify priorities at the departmental, divisional, and campus levels. We need to be flexible, making adjustments as we go to accommodate our rapid pace of change both in physical and intellectual terms. Accountability will be key in this process: Measures of achievement will provide occasions each year to revisit the divisions' deployment of resources and their outcomes.

The final evaluation of each division's plan will focus on the balance achieved among the eight priorities that undergird the planning process. Each division will approach that task differently, but each plan must consistently address the proposed deployment of total resources—both present and anticipated—to further the expressed goals of the unit. *More, the final plans should make explicit reference to how both existing strengths and new initiatives will contribute to the future of the campus as a whole.*

Rethinking the Whole

Central to this re-examination is a recognition that our planning must consider potential resources beyond the annual incremental increases in support from the State. Each unit must examine its resource base, consider realistically the level of new resources it can anticipate from other external sources, and finally develop a resource strategy for its planned programs that reflects *all* of these sources of support. The programmatic directions

Each unit must examine its resource base, consider realistically the level of new resources it can anticipate from other external sources, and finally develop a resource strategy for its planned programs that reflects all of these sources of support.

⁴ Although not focused on global studies, the Center for Biomolecular Science and Engineering (established in 2000-01) similarly situates the campus within larger international collaborations pertaining to the in-depth analysis of the human genome.

divisions propose cannot be funded solely from new State resources.

Clearly affecting our resource base are the way we organize ourselves and the practices and policies that influence how we do business—we need to question whether our current practices are the most effective in carrying out our primary mission. As a way of thinking about this challenge, I call attention to the plans of the Dean of Undergraduate Education Goff, who perhaps took the greatest risks of any principal officer in calling for new ways of working that positively affects the quality of undergraduate education. She called for more coordination and integration among a wide range of endeavors. With her example of willingness to rethink what we do and how we do it to guide us, the campus has the opportunity to examine closely the most effective and cost-efficient ways to educate students and conduct high-quality research.

The Challenge of Space

The most severe challenge affecting all of our planning is space. Construction of permanent space will likely lag the actual arrival of students and faculty by several years. To address the campus's short- and intermediate-term space requirements, I have asked the Advisory Committee on Facilities to develop a clear set of principles and guidelines to direct the utilization of space during the transition period of the ten-year plan.

The result of their work will be an interim space utilization strategy for the campus based on four principles: (1) a re-evaluation of the current priorities and expectations for the use of existing space; (2) the prioritizing of the use of released space, which will revert to the campus for reassignment as new space is constructed; (3) the strategic utilization of off-campus rental space; and (4) the creation of temporary on-campus space. In addition, I have convened a Growth and Stewardship Task Force. This group is charged with the development of an updated campus physical master plan, and it will report to the Advisory Committee on Facilities. To ensure that both of these groups address the fundamental questions that need to be answered, these groups and I are working with principal officers, deans, and the Planning and Budget Office to make progress in framing these questions.

Interim space strategy ...

- Re-evaluation of priorities for existing space
- Priorities for released space
- Strategic use of off-campus rental space
- Creation of temporary on-campus space

The Challenge of Infrastructure

In addition to the important work of the divisional academic units and the University Library, other academic support services such as Student Affairs and Business and Administrative Services (in particular its work on the administrative and support infrastructure) also play crucial roles in the campuswide planning effort. We want to ensure, for instance, that the Student Affairs' plan to produce both scholars and responsible citizens is well-integrated into the overall UCSC academic strategy. For its part, the campus administrative functions managed by BAS, including its role in articulating a "New Business Architecture"⁵ for the campus, influences directly the degree of success that can be achieved by the other units on campus.

Underlying all of these services will be the new Academic Information System (AIS)—a project that promises to transform the ways students, staff, and faculty access and use information. Incorporating existing systems such as SIS⁶ within an integrated information systems architecture, the AIS is designed not only to handle the academic information management needs of faculty and campuswide departments as the campus grows over the next ten years, but also to meet new student expectations that they be able to interact with the University at times and in locations (i.e., via the World Wide Web) that are convenient to them. By means of the AIS project, the campus will be able to ensure the continuous delivery of student services through careful planning and coordination, the transition of SIS staff and budget, phased implementation, and so on. As with other units on campus, well-defined success factors (reflecting campus-wide expectations and priorities and incorporating clear measures of accountability) will determine the project's budget and the milestones that define the project's implementation timeline.

The draft divisional plans provide the starting point for more detailed discussions in each unit about how academic planning will be linked to academic support services, information technology, and the physical plant. Discussions about specific issues such as tutoring, academic mentoring, and internships will be an important next step. Evidence of

⁵ See "UC2010: A New Business Architecture for the University of California," July 2000 (<http://uc2010.ucsd.edu/pdf/uc2010final.pdf>). A steering committee chaired by Vice Chancellor Vani is being formed that will oversee the campus' implementation of this New Business Architecture strategy.

⁶ The Student Information System (SIS) was acquired in 1987 when the campus enrolled approximately 7,000 students and was designed to meet the transaction-intensive needs of offices of Admissions, Financial Aid, Accounts Receivable, and the Registrar.

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close collaboration between the academic and administrative units should be included in the plans submitted in December.

The Challenge of Enrollment Expansion

Another crosscutting issue is *enrollment management*. Management of student demand among the campus's undergraduate programs—whether for growth or for steady-state enrollments—is central to each of the divisional plans. An Enrollment Planning Coordinating Group will be established to identify enrollment management issues and to route those issues to appropriate constituencies for discussion, resolution or recommendation, to coordinate planning in this area, and to monitor and communicate the results of actions or interventions. These issues include, but are not limited to, the balance between undergraduate and graduate students, their distribution on-campus and off-campus, and the new cohorts of non-traditional students and those drawn from other campuses during the summer.

To supplement the work of this group, I call on each division and its units to address explicitly the challenge delineated in the *Millennium Committee's Report* of preserving the strengths the campus enjoys in offering undergraduate education, while considering carefully the faculty distribution and class size. In particular, how will each unit work to ensure quality undergraduate education? What measures of achievement may we use to track progress? How can the strengths of the colleges be leveraged? (For example, What will be the role of the colleges in the delivery of academic programs such as general education and writing? How will the colleges function synergistically with divisions in the education of the "whole" student? How might our colleges be catalysts for the development of interdisciplinary education and research centers?)

"UCSC will be committed to maintaining and strengthening the integrated learning communities provided by the colleges."

Millennium Committee,
September 1998

The Need for Prioritization

Each draft divisional summary identifies important new programs that build on present strengths. When aggregated, the sum amounts to an enterprise that far exceeds available and anticipated new resources, even when combined with reallocations of present budget resources. The campus, therefore, must make some difficult decisions and prioritize. I am asking each division to prioritize its choices and to do so through a process of broad involvement and consultation of each division's varied constituencies. The priorities should reflect choices that are consistent with the overarching campus goals. The ultimate

I am asking each division to prioritize its choices ...

allocation of new resources will depend in part on the success of the coordinating and prioritizing within and among divisions.

UCSC is a public research university with unique values and strengths. In the foreseeable future, we will not have the size, complexity, and resources of older UC campuses or other comparable state research universities. We must, therefore, strive to identify a number of existing areas of excellence on which to focus in building our academic reputation. Our long-term success will depend to a significant degree on enhancing already excellent aspects of our educational and research mission that are unique to UC Santa Cruz, and build innovative new programs that emerge from these existing areas of excellence. We should grow stronger from our positions of strength, and pursue those areas with commitment.

NEXT STEPS TOWARD A COMPREHENSIVE INSTITUTIONAL PLAN

The opportunities and challenges facing the campus suggest that we must take a multi-faceted approach to completing our long-range comprehensive institutional plan. Some challenges such as the space, infrastructure and enrollment management must be addressed at both the campus-wide and divisional levels. As noted earlier, I am looking to principal officers and the members of the campus community to bring forward programs and services that will shape the UC Santa Cruz of 2010. The full integration of divisional and campus-wide goals will occur over the course of the coming year.

Campuswide/Divisional Issues

To provide the administrative support and coordination for campus-wide issues, the Office of the Provost will coordinate analyses in areas such as interdisciplinary and professional programs; new avenues of instruction and research (for example, distance and web-based learning, State-supported summer instruction, off-campus centers such as the Silicon Valley Center, etc.); and campus infrastructure (information technology; and practice and process efficiencies) including implementation of UC's New Business Architecture. Principal officers are expected to articulate the detailed vision at the divisional levels and provide the programmatic and fiscal

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analyses that will help the campus formulate its priorities and realize its goals in these areas.

During the summer and fall, planning around these campus-wide and divisional issues will be iterative and collaborative. My office and those to whom I have assigned various tasks will oversee the administrative, policy and procedural aspects of planning in specific areas and will provide support to divisional planners. Principal officers and their designated faculty and/or staff will articulate the specific program elements and requirements that will inform campus-wide deliberations. As a result of this interactive planning during the next five months, the content of the December 2001 comprehensive divisional plans should be aligned with campus-wide efforts.

Responsibilities of the Principal Officers

The deans and vice chancellors have a special responsibility in this next phase of planning. I am asking this small group, as they prepare their comprehensive submittals, to address fully their division's contributions to the campuswide goals articulated in my December letter. The draft executive summaries produced this past spring exhibited much progress toward this end. In the next phase, please include detailed comments on the following issues.

Principal officers are asked to address fully their division's contributions to the goals articulated in my December call.

► **Comprehensive planning, starting with your base.**

Plans should include explicit discussions of staff, administrative and operations support, instruction and research support, graduate support, IT, and space. While I recognize that some of the services provided by academic support units ultimately will depend on campus decisions about academic plans, the discussions following submission of the March executive summaries (as well as on-going conversations that will occur throughout the summer and fall) should provide sufficient information for sound first approximations.

Divisional plans also should project all funding sources, including state funds (19900), fees, contracts and grants, private funding, and self-sustaining financial strategies. The current planning effort provides the campus with an unparalleled opportunity to shape our academic and financial future. Although the State's financial circumstances are somewhat different than when I first invited these plans, we still enjoy a strong State commitment to higher education and we must have our plans in place if we are to seize the opportunities that will emerge over the next several years. We also must think creatively about how we can take responsibility

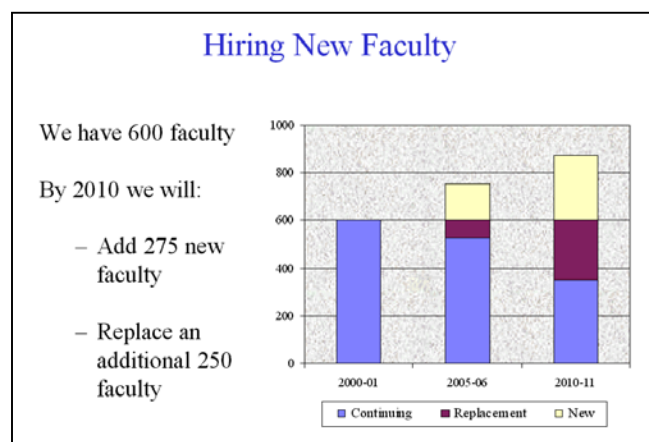
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for funding from a variety of sources and thus not be overly reliant on State funding.

The campus has wonderful traditions, but to take advantage of the unique opportunities that will come with growth over the next decade, everything we do now must be examined carefully—our programs, our organization, our processes, our priorities. In particular, I expect the priorities articulated in your previous planning documents to be re-confirmed (or re-ranked) within the context of your current plans. I would also strongly encourage you to think “out of the box” with respect to your division’s organization and processes.

We are fortunate that the campus has focused on quality. As a result, our key strength is the quality of our faculty and our academic programs. As I have outlined in other forums, over the next decade we expect to receive new growth-driven resources to hire about 275 new faculty; we will also replace an additional 250 faculty due to retirements and separations—i.e., 60% of our faculty in 2010 are not yet hired! This is a mixed blessing—a challenge as well as a tremendous opportunity to look critically at the areas of scholarship that will shape the future of existing disciplines, to explore new interdisciplinary opportunities, and to boldly shape the future of this institution.

The same challenges and opportunities apply to our other human, financial, and capital resources. Because of growth, we expect to receive significant new resources, but we must also re-deploy the resources in our base in support of our vision of UC Santa Cruz in 2010. This clearly must include careful consideration of reducing or eliminating some existing activities. At this stage of the process, many of the plans focused only on the incremental programmatic resources needed to solidify current strengths and to pursue new opportunities. As you prepare your detailed December submittals, think comprehensively about the current and potential resources, including your existing base. You also should include a full discussion of both incremental growth-related resources that will enable improvements in quality and new initiatives, as well as full consideration and redeployment of the human, financial, and capital resources in your existing base. New potential non-State resources (e.g., extramural contracts and grants; private fund raising; resource-sharing through joint initiatives) should be identified, as well as plans for forging new internal and external partnerships that can leverage the resources and talents you already have. Think carefully about all resources



Campus resources ...

2000-01 base (\$340M)

- State of California (\$152M, 45% of base)
- Student tuition and fees (\$73.9M, 22%)
- Extramural support (\$57.8M, 17%)
- Self-supporting activities (\$47.4M, 14%)
- Other sources (\$8.6M, 2%)

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that will support your proposed activities and provide that detail in your December submittals.

► **Interdependencies and relationships, phasing, and milestones/assessment.** As with any 10-year planning blueprint, there will be unforeseen difficulties and unanticipated opportunities. There may be temporary slow-downs in the flow of funds, or critical path items that do not converge as planned, or one-time opportunities that emerge quickly and then dissipate, or externalities that change. One feature of a sustainable plan is its adaptability. These plans will be used to inform the thousands of things that get done on the campus each day, and to ensure that those things are all aligned in the same basic direction.

Your comprehensive divisional plans, therefore, should demonstrate your understanding of the interdependencies between the components of your plans and, in the case of interdisciplinary or jointly offered programs or services, those of your partners in other units. Your submission should articulate your interim and long-term strategies for adapting your plans over time, as these plans will guide our workforce on a daily basis for the next several years.

Just as principal officers need to develop plans that are adaptable to unforeseen developments, the campus needs to hold some resources centrally to provide the flexibility to respond to new developments and opportunities that arise, as well as to address campuswide responsibilities, such as growth-necessitated infrastructure projects, and unforeseen expenses. As indicated in my December letter, a portion of the new enrollment-derived resources will be reserved to provide such flexibility.

► **Strategies to increase diversity.** The University of California must meet the challenge of serving a state that is growing in ethnic diversity and struggling with disparities in economic and educational opportunity. Continued academic excellence will require increased attention to issues such as multiculturalism, economic opportunity, and educational equity to ensure that they are reflected strongly in the University teaching, curriculum, and research. The campus seeks a student, faculty, and staff community that encompasses the broad diversity of backgrounds characteristic of California. Accordingly, our academic support services will need to be optimized to enhance access for the diverse population interested in higher education in California in 2010.

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I know that each of you is deeply committed to building a campus in which diversity is a valued characteristic and I am encouraged, for example, by your proposals in support of the Campus Curriculum Initiative. Your comprehensive plans should detail specific strategies and initiatives your division will employ to integrate comprehensively the consideration of diversity in building a campus for 2010. Integrated approaches may include strategies that are not typically associated with diversity—for example, upgrading significantly the information we provide to the public via our departmental web sites so that the best prospective students, faculty, and staff from the widest possible range of backgrounds will make UC Santa Cruz their first-choice campus. Your specific strategies will be used to articulate a comprehensive, integrated approach that makes UC Santa Cruz a leader with respect to diversity, that helps guide campus planners as they implement and monitor unit strategies, and that provides us with specific goals against which we can evaluate our progress.

► **Accountability reviews.** As noted in my December call, we need to extend to the divisional level the accountability expectations—emanating from both the campus and the UC partnership with the Governor—that now reside at the campus level. As you indicate how existing divisional resources and new resources will be distributed in support of your plan, it is essential that you propose indicators that will be used to assess the progress and success of your division's activities. (Refer to the instructions and templates included as part of my original call.)

These accountability measures and goals, after they are vetted and approved in spring 2002, will be used as the basis for periodic reviews of your division's progress. Of course such measures can only be a proxy for achievement and quality, but they will be a factor in future decisions about resource allocation.

► **Interdisciplinary programs.** One goal that both Chancellor Greenwood and I have articulated for the campus is to develop interdisciplinary programs at all levels—both within and among academic divisions. As a result, I expect that your comprehensive submittals will detail specific innovative interdisciplinary programs that build upon our strengths, including your on-going strategies to identify and foster additional interdisciplinary programs. This information will guide our future hiring decisions, and thus provide

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opportunities for excellence in both teaching and scholarship and meet the needs of future generations of students.

Graduate Dean Talamantes proposed in his executive summary that, due to the interdivisional nature of subject area or approach, a number of graduate-level interdisciplinary programs might be better sponsored by “graduate groups” than in divisions. In their comments, the Senate also pointed out that additional proposals for interdisciplinary programs could emerge if the process for receiving and reviewing such proposals was augmented so as to encourage individuals or groups of faculty to formulate proposals.

As noted above, I have asked Vice Provost for Academic Affairs Brown to develop processes that encourage development of successful interdisciplinary programs. I also have asked Graduate Dean Talamantes to provide guidance with respect to “graduate groups” and Dean of Undergraduate Education Goff pursue the possibility of undergraduate interdisciplinary programs.

► **Professional schools and applied programs.** An important and related theme is how UC Santa Cruz might develop one or more professional schools within the next decade. Although no such schools were put forward in the divisional plans, several applied/professional programs could form the basis of a professional school. In order to better inform our discussions about the potential for professional schools and applied programs, my office will analyze a variety of possible options for such schools as well as the decision-making processes that informed such configurations in other institutions.⁷ I am encouraged to learn that there are a number of creative ways to conceive of professional schools at UC Santa Cruz and look forward to a thoughtful discussion next year of these possibilities.

► **State-supported summer instruction.** UC’s goal for summer instruction is to develop courses within the context of a twelve-month curriculum that allows students to enroll for a full course of study in the summer, thereby making it possible for them to substitute summer for another quarter. We also would encourage and facilitate summer enrollment of students from other campuses. (Early indicators at three UC campuses now participating in State-supported summer instruction show

⁷ In addition to efforts of campus analytic staff, Chancellor Greenwood and I have engaged the services of Dr. Robert Rosenzweig to help in this inquiry. He is already familiar with UC Santa Cruz from his support of the Millennium Committee work.

summer enrollments have increased significantly.) I have requested academic divisions to provide a detailed description of the curriculum that could be offered in summer 2002, and I also have asked the PAC Academic Support Planning Committee to coordinate the efforts of academic support divisions to provide appropriate services in support of that curriculum.

Your comprehensive submittals should detail your division's contribution to the State and UC's goal that by 2010 the campus' instructional workload off-campus and during the summer will be equivalent to 40% of the average workload during fall, winter and spring. As you prepare those plans, I encourage you to take full advantage of the expertise of the administrative summer planning and implementation steering committee co-chaired by Vice Provost Brown and Dean Sandeen. This committee is charged with identifying and resolving policy issues and with overseeing and coordinating the planning and implementation tasks associated with State-supported summer instruction.

► **Regional opportunities, including those at the Silicon Valley Center.** The call for long-range plans specifically requested instruction and research proposals for the proposed Silicon Valley Center as well as ideas for innovative programming in non-traditional areas, including other off-campus venues. The Silicon Valley Center provides the campus with a tremendous opportunity both for UCSC-specific initiatives and for programs involving other institutions—including the potential for collaborations among several UC campuses. Within the campus' service area (which includes Santa Cruz, Monterey, San Benito, and Santa Clara counties), there is a wealth of other educational and research resources: San Jose State University, CSU Monterey Bay, Cabrillo and Foothill-DeAnza community colleges, Naval Postgraduate School, Defense Language Institute, and the campus' MBEST program.

Partnerships with regional institutions provide the campus with the opportunity to take advantage of new talent and external resources and to leverage our own internal resources. Furthermore, programs situated at regional facilities (even if they involve only campus departments) can provide additional venues to explore new directions. As you draft your plans, I encourage you to continue to explore those disciplinary and interdisciplinary program areas that would benefit from such collaborations. Your final plan should fit these collaborations and other plans into the larger, coherent whole of your program and deployment of resources. These plans will be discussed and evaluated in the context of the overall vision for

“UC Santa Cruz is in a unique position to benefit from the opportunities that come with growth, such as the advancement of plans for the Silicon Valley Center and the state's investment in new academic programs and other initiatives.”

*Richard C. Atkinson,
UC President
May 2001*

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regional collaboration, including that of the Silicon Valley Center.

► **Enrollment management.** Part of the current long-range planning process involves defining a balance of academic programs that will build UC Santa Cruz into an AAU-class research university that is recognized for its scholarly accomplishment and distinction, is known for its innovative programs, is sought out by undergraduate and graduate students, and is the workplace of choice for both faculty and staff. As we grow, we need to manage student demand. For example, inherent in some of the divisional academic plans is the need for the campus to create a market for and to recruit students to specific disciplinary programs planned by the division; in others, it is evident that the campus will need to manage admissions so that overall student demand alone does not determine the distribution of majors on campus.⁸ Enrollment management also will involve setting targets, establishing policies, incentives, services, and processes, and monitoring the success of innovative programming in non-traditional areas—including the Silicon Valley Center, State-supported summer instruction, and other off-campus venues (such as distance- or web-based learning, EAP, UCDC, and internships).

As noted above, I have established an Enrollment Planning Coordinating Group to identify enrollment management issues and alternatives, to route such issues to appropriate constituencies for discussion and resolution/recommendation, to coordinate planning in this area, and to monitor and communicate results. In addition, Academic Senate committees are beginning to discuss enrollment management issues from the perspective of policies and practices.

► **Information and instructional technology.** Information technology plays a central role in fulfilling our mission to create and transmit knowledge. High quality, up-to-date information technology infrastructure and systems will play a key role in excellent research institutions over the next decade. The campus, therefore, must plan and budget for campus-wide projects; and each principal officer must set aside adequate funding for divisional information technology needs.

⁸ Currently the campus admissions process consists of a determination of whether or not a student meets UC eligibility requirements. A selective admissions process will entail establishing targets by discipline as well as undertaking side-by-side comparisons of tens of thousands of applications.

Two significant campuswide initiatives were identified in the divisional executive summaries: the campus cabling infrastructure upgrades and the academic information system. Three additional supporting technologies were mentioned: (i) *Basic campus-wide infrastructure components* (networks ranging from wired to wireless, authentication and security services, basic utility services such as electronic mail and telephony); (ii) *Business processes support* (information systems that support University processes, e.g., financial systems, information portals); and (iii) *Workstation support* (personal computers and departmental servers, PDAs, communications devices, and other distributed information technology support for faculty and staff).

The campus' ability to fund information technology is not unlimited. This is especially true at a time when the campus is simultaneously accommodating significant enrollment growth and building existing and developing new I&R programs. Therefore, the provision of information technology services must be a partnership between distributed campus units and central infrastructure providers. For that reason, I am asking that each principal officer articulate a strategy for addressing the information technology needs within their division and with their area(s) of service responsibility. In addition, identify those instances where, over the next decade, campus-wide services or coordination would be valuable in realizing your information technology goals. This information will be used to better inform⁹ the strategic directions, capabilities, and objectives for campus IT support.

► **Practice and process efficiencies.** Several of the divisional executive summaries noted that the campus needs to review how academic support services are delivered. These include new technologies and improved business practices and how they will provide the infrastructure, foundation, and the added efficiencies necessary to accommodate campus enrollment growth. The Division of Student Affairs suggests moving toward a "self service" model and articulated a "70-20-10" service model goal (70% self-serve, 20% interaction with generalists, and 10% interaction with specialists) in which technology would be used to provide expanded services, increase customer satisfaction, improve employee productivity and reduce cost. In addition, Business and Administrative Services suggests that the campus invest

Just in Time, Just for Me!

"Students will expect easy, convenient and cost-free access to comprehensive, personalized information."

*Future Vision: Student Services
at the University of California
May 2001*

⁹ The information provided will inform the deliberations of the Information Technology Committee (ITC), as well as the campus' implementation of UC's New Business Architecture under the leadership of the Vice Chancellor—BAS with the advice of the Academic Support Planning Committee (ASPC).

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significantly in UC's "New Business Architecture" strategy that includes decentralizing and streamlining campus business processes and electronic commerce.

Thus far, the divisional executive summaries focus on the need for technology or technology infrastructure but fail to articulate the strategies and processes by which those services, and the associated policies and procedures, will undergo fundamental change. As you prepare your December submittals, all principal officers (including those responsible for instruction and research) should explore whether the service(s) they provide could be delivered in ways that, where appropriate, emphasize "self service." For example, how would the use of technology-based information portals enable a number of the new initiatives suggested in the executive summaries?

► **Short-, intermediate-, and long-term space needs/space planning.** A key factor in the campus' ability to achieve its institutional vision is the ability to build or refurbish needed instructional, research, and academic support facilities. It already has been acknowledged that the construction of permanent space to accommodate programs supporting new campus enrollment growth will lag by several years the actual arrival of students to the campus. Chancellor Greenwood and I are working closely with UC President Atkinson and his office to ensure that Santa Cruz' need for space is recognized. Those efforts are producing results.

In the meantime, the degree to which the campus will be successful in accommodating new students while simultaneously realizing its programmatic goals will depend to a significant extent on how it manages its existing space. Further, the campus' ability to plan and secure funding for, as well as locate and provide infrastructure for facilities will be informed by an updated space plan.

The Advisory Committee for Facilities (ACF) has been asked to develop a clear set of principles and guidelines around which an interim space utilization strategy for the campus can be developed, and the divisional plans will be refined in keeping with those guidelines. Similarly, the Growth & Stewardship Task Force (reporting to ACF) is charged with the development of an updated campus physical master plan.

As a next step, your role is to include, in your comprehensive December submittal, your detailed requirements over the next decade for new or refurbished space, as well as your strategies for phasing programs or considering alternative facilities should the construction of permanent facilities lag the needs of your proposed programs. Identify creative interim

space solutions you might employ (for example, adjusting class schedules to increase utilization, exchanging the use of facilities to optimize their utility, and/or expanding/sharing the use of nearby facilities). Include in your plans a discussion of how fundamental changes in the way you carry out your mission will affect your space needs. Those changes might include more extensive use of off-campus sites, new ways of learning including distance or web-based learning and internships, new business processes or information dissemination strategies, or additional emphasis on sponsored research. On-going planning tasks (such as the development of a campus physical master plan and a new comprehensive space plan) must be informed by your most up-to-date thinking about your facilities needs, so please share your plans with the Planning and Budget office as you develop them.

► **Internal economy issues.** It is the nature of the internal UC economy that some activities derive their funding through fixed line-item budgets and others sustain their activities through recharges. Since units with fixed budgets are often the customers of units whose budgets are derived from recharges, changes to a recharge rate have a ripple effect throughout the campus' internal economy. This is especially true for services for which there are few or no alternative providers (for example, networking and telephone services and physical plant services). In order to monitor the effects of recharge rates, the campus provides oversight via a "Direct Costing Committee."

This is a complex, long-term issue and one that will not disappear. However, it requires greater attention as the campus invests in building excellence and accommodating growth over the next decade. As you discuss the interdependencies between the components of your plans and those of your recharge-funded partners, please identify specific areas that require my attention. Based upon your responses, I will outline a plan for addressing the campus' internal economy issues during the next phases of the planning period.

CLOSING THOUGHTS

We are at a crucial point in the longer-term, iterative process of planning that is underway. Planning is but the first important step; only in implementation is success achieved. For that reason, I have emphasized throughout this document the need for flexibility,

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accountability measures, rethinking of resource allocation, and specific attention to crucial aspects of planning such as diversity.

My comments, therefore, are intended to serve as *an invitation to discuss and refine the draft divisional plans* and the committee responses to them. During the summer, I will meet with each principal officer to discuss the general points made in this letter. Because of the length limits that I imposed on the draft executive summaries, they generally did not include details about four important issues. These issues should be addressed fully in the comprehensive submittals:

- ▶ Explicit plans (with accountability measures) for diversifying faculty, staff, and students served;
- ▶ Careful planning of how staffing increases will be phased in according to priorities and available resources;
- ▶ More detail about how new forms of information technology delivery and other business services will be included and how they will affect teaching and research capacity; and
- ▶ How instructional technologies and distance-/web-based technologies might affect our planning assumptions over the next decade—especially as such activities become commonplace in many subject areas.¹⁰

More generally, I call your attention back to the eight priorities that continue to frame our planning process and our campus ambitions. It will be through working toward these goals that UC Santa Cruz will make its mark nationally and internationally over the next several decades.

Demographic realities, in particular increasing numbers of college-bound students, are creating a major challenge for colleges and universities over the next ten years. The “Tidal Wave II” descriptor generally assigned to this phenomenon could imply helplessness and loss of control by UC. However, the State’s willingness to work with higher education to fund this enrollment growth provides the campus with a unique opportunity to define our future and further enhance our academic distinction, and this planning effort ensures that this growth is an opportunity as well as a challenge.

The good news is that we are starting from a strong foundation because this is a great campus—a fact recently confirmed once again as UC Santa Cruz was ranked second worldwide

¹⁰ While it is too early to define precisely the nature of eLearning at UC Santa Cruz in 2010 ... when preparing your comprehensive submittals, you should articulate the vision for eLearning within your division, consider how these technologies might affect your planning assumptions, and indicate what you think the campus can do to make that vision a reality.

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in physical science research (based upon an analysis of scholarly publications from 1994 to 1998).¹¹ This academic excellence extends across all our divisions; whether measured by the accomplishments of individual faculty or by objective standards applied to the campus as a whole, UC Santa Cruz is one of the nation's "rising public universities".¹² The divisional executive summaries acknowledge and build upon this foundation and communicate a sense of excitement about the future of the academic and academic support divisions that will comprise the UC Santa Cruz of 2010.

Academic excellence is but one of our traditions, another is shared governance—the idea that responsibility for the University is a partnership among faculty, administration, and Regents. While primary responsibility for educational policy rests with the faculty and day-to-day management as well as setting the overall policy direction for the campus lies with the administration, planning for the UC Santa Cruz of 2010 will involve the entire campus community. I was pleased to see the contributions of faculty and staff reflected in the March divisional summaries; and, as they prepare their December plans, I am looking to principal officers to continue to draw upon ideas from faculty and staff, as well as students, to address the issues raised in this letter and in the careful reviews by Senate and administrative committees.

As we move into the next phase of our long-range planning process, we will need sound strategies. As a community, we also need to face head-on some difficult trade-offs with respect to the investments we will make. But sound strategy starts with having the right goals. The strategies we develop together to achieve campus goals will allow us to choose our future deliberately and then monitor and evaluate our progress.

As we embrace our campus values of civility, honesty, cooperation, professionalism, and fairness¹³ and move forward to make these difficult choices and tradeoffs, I am confident that we can build a shared vision. Economic, demographic, and technological realities are transforming higher education in California—but the far-ranging opportunities facing the campus far exceed our challenges.

¹¹ "UCSC ranked second worldwide in physical sciences research", UC Santa Cruz *Currents Online*, June 25, 2001 (<http://www.ucsc.edu/currents/00-01/06-25/ranking.html>).

¹² Hugh Davis Graham and Nancy Diamond, *The Rise of American Research Universities: Elites and Challengers in the Postwar Era*, December 1997, Johns Hopkins University Press.

¹³ Draft UC Santa Cruz *Principles of Community* (http://planning.ucsc.edu/pac/MtgNotes/pac/attach/pac-01-06-12poc_draft.pdf).



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- ▶ Four-Year Partnership Agreement with UC (1999-00 through 2002-03) [<http://budget.ucop.edu/NP.html>]
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