

III. PLANNING (2002)

A. SYSTEMWIDE PLANNING ACTIVITIES

The emphasis in university planning has shifted from a centralized model to a more decentralized one. Systemwide planning activities, with increasing frequency, are designed to highlight particular issues in order to bring them to the attention of the faculty and campus administrators, and to facilitate discussion by the appropriate intercampus bodies, such as the Council of Chancellors, Council of Vice Chancellors, and the various systemwide Academic Senate committees. In addition, intercampus groups, such as the graduate deans, may request assistance from UCOP in coordinating planning efforts. These discussions frequently highlight a need for comparable and consistent data across the campuses, and UCOP is often asked to assist in the developing these data. One major systemwide body formed specifically to oversee long-range planning for the University is the **Academic Planning Council (APC)**.

The Academic Planning Council was created in 1993 in response to the increased need for coordination and oversight of long-term planning for UC. It is parallel in scope of responsibility and configuration to the Executive Budget Committee. At the Universitywide level, the Council parallels the joint Administrative/Senate committees on campus that are organized to assure timely decision-making on matters of academic planning. It is composed of systemwide and campus administrators, faculty, and students.

The APC raises questions, frames issues, and analyzes alternatives concerning the University's academic directions. It identifies appropriate bodies for attending to those matters, creates task forces to examine specific issues where necessary, and coordinates agencies where appropriate. Comprised of representatives of administrative and academic leadership, the APC ensures that significant University academic planning issues are being addressed by the appropriate groups. The APC also maintains an ongoing oversight interest in certain planning topics that cut across the University, such as long-range enrollment planning and graduate student issues. The complete charge to, and composition of, the APC can be found at the end of this section.

The APC meets five to six times a year and is chaired by the Provost and Senior Vice President for Academic Affairs. The APC has an advisory role to the Provost on systemwide issues, but it is not a level of "approval" between the Academic Council and the systemwide administration, or between the campuses and the systemwide administration. APC advice does not circumvent or replace the established Senate and Administration review and consultation mechanisms. Because its membership reflects other systemwide committees, there is good communication between the APC, the Council of Chancellors, the Council of Vice Chancellors, and the Academic Council and other bodies.

Topics discussed by the Academic Planning Council in recent years include:

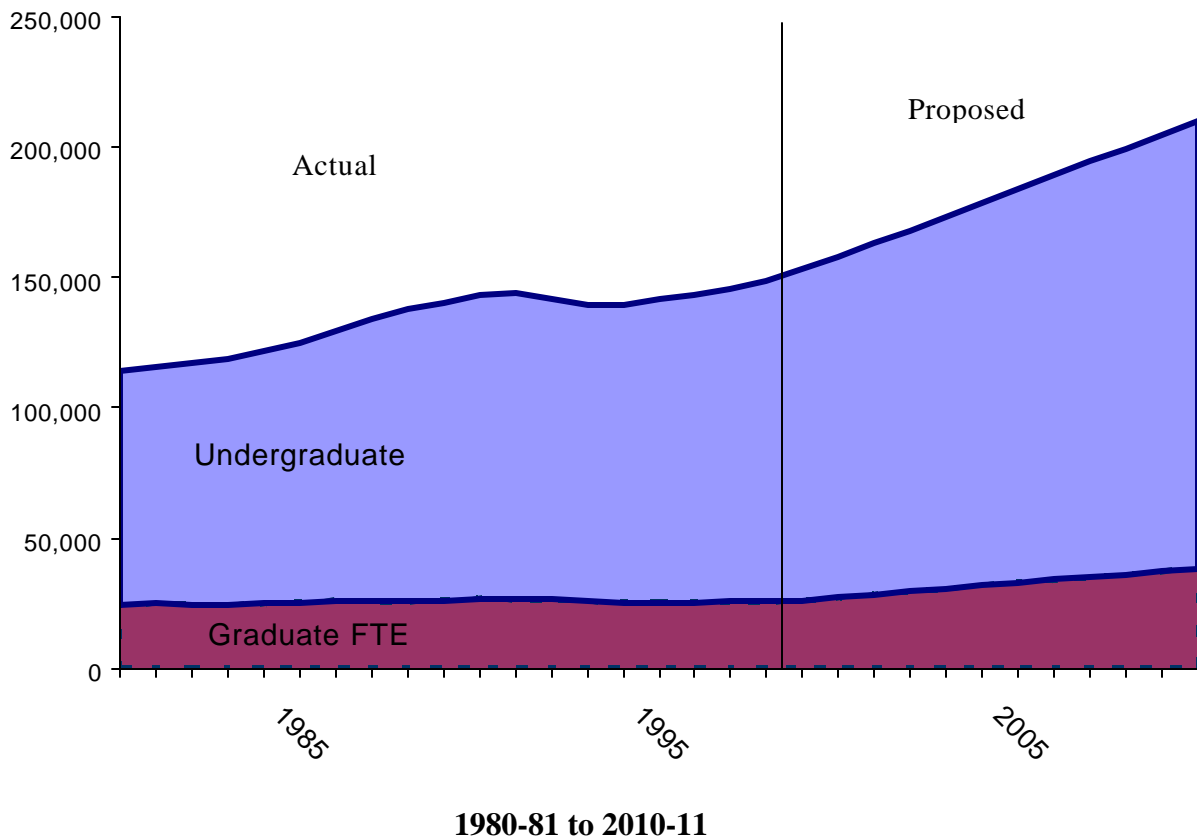
- < enrollment planning and efforts to accommodate the anticipated increase in undergraduate enrollments;
- < increasing graduate enrollments;
- < instructional technology;
- < health sciences planning;
- < professional school planning;
- < faculty recruitment;
- < off-campus instructional centers;
- < accountability to the State.

More information about systemwide planning and the Academic Planning Council can be found on the World Wide Web at <http://www.ucop.edu/planning>

B. LONG TERM ENROLLMENT PLANNING

The **Planning and Analysis Office** at UCOP undertakes in-depth analyses of enrollment trends and makes enrollment projections for both undergraduate and graduate students at 3-5 year intervals. In the intervening years, annual updates are produced that take account of demographic and economic changes and keep the projections on track. The methodologies in use are revisited annually and the models used are revised and refined in accord with the new findings. Undergraduate projections are based largely on estimates of the number of California high school graduates and the proportion that will choose to enroll at UC, together with projections of transfer students. Past enrollment trends and current enrollment projections for undergraduates and graduate students through 2010 are shown in the figure below.

Figure III-1
UC Enrollment



Enrollment Planning 1998-2010

The California Postsecondary Education Commission estimates that California's public institutions of higher education can expect enrollments to rise by more than 700,000 students between 1998 and 2010. This enrollment surge, named "Tidal Wave II" by former UC President Clark Kerr, is attributable primarily to growth in the college-age population and anticipated increases in college participation rates. To maintain its commitment under the Master Plan and accept its share of the increase, the University of California is preparing to accommodate 64,000 additional students by 2010, an enrollment growth of 44 percent. Enrollments on its general campuses are expected to grow from approximately 158,692 full-time-equivalent students in 2000-01 to approximately 211,000 by 2010. This increase equals the university's total enrollment growth over the last 30 years and presents a considerable challenge. The university is pursuing a range of strategies for accommodating enrollment growth, focusing on creative solutions tailored to local needs. Strategies include:

- < Expanding instructional activity during the summer. As of summer 2001, three campuses (Berkeley, Los Angeles, and Santa Barbara) received state funding to provide summer instruction at a level equivalent to the regular academic year. Plans are for the remaining campuses to receive State funding for summer instruction in budget years 2002-03 (Davis) and 2003-04 (remaining campuses).
- < Enrolling more students at off-campus locations, including the Education Abroad Program and new off-campus centers similar to those now operating in Ventura and Fresno, and planned in the Santa Clara Valley.
- < Expanding regular enrollments during the fall, winter and spring quarters, with sensitivity to the concerns of the campuses' surrounding communities.
- < Continuing to improve students' time to graduation. Currently, UC students graduate in 13 quarters on average. The university will continue working to facilitate students' ability to earn a diploma in 12 quarters.
- < Making use of technology. Advances in educational technology will enhance the quality of instruction on UC campuses and may help expand off-campus learning opportunities.

Each of the existing campuses will pursue the strategies that best fit its own needs and local circumstances. The university will also open one new campus, UC Merced, in 2004 which aims to enroll 5,000 students by 2010.

Graduate Enrollment

Planning for graduate enrollments is driven by different factors than the demographic factors that primarily drive undergraduate enrollments. Under the State budgeting process, the State funds growth in UC enrollments at a per-student basis, regardless of enrollment level.

Nevertheless, State-funded enrollment levels are negotiated with the State during the budget process. These levels reflect not only agreements about expected undergraduate demand but also best judgments about graduate-level academic program needs, availability of graduate support for both UC and graduate students, and labor market prospects in academia and in business, industry and government for UC graduate academic and professional students. In turn, graduate enrollment levels at UC campuses will be determined by agreements between the Chancellors and the President, with concurrence by The Regents, on long-range enrollment plans.

Special attention is now being paid to graduate enrollments, in recognition of the fact that they have lagged behind undergraduate enrollments and have remained virtually constant at about 25,000- 27,000 between 1970 and 2000. Undergraduate enrollments nearly doubled during this same period, reducing the proportion of graduate students at UC from 25% of total enrollments in 1970 to 17% today, considerably less than UC's public and private comparison institutions. Further, UC recognizes that one of the challenges resulting from the surge in enrollments in the next decade is the need to hire and train large number of new faculty.

UC is, therefore, launching a major drive to increase graduate enrollments by 11,000 students over the next decade, targeting the disciplines with highest need both within and outside of academia. UC must compete for the most talented students not only with other top universities but also with a booming job market for baccalaureate and master's degree holders. Therefore, providing adequate financial support to recruit these additional graduate students and help them complete their studies in a timely manner is one of the most important elements in the success of this endeavor. One of the major challenges for UC will be identifying strategies to increase graduate student support from all sources - federal, state, and private. Given the importance of this effort, UC established a high level *Commission on the Growth and Support of Graduate Education* to identify, develop, and pursue strategies for achieving the necessary funding. Among their findings were that despite the extent to which California's economy is increasingly dependent on discovery, California has been underinvesting in graduate education, the key training ground for the people who create those discoveries. By 2010, the University of California will need an additional \$215 million annually to provide the graduate student support needed to add 11,000 graduate students and be competitive for the best.

The Commission's report to The Regents, as well as a public statement about the need to invest in graduate education can be found at <http://www.ucop.edu/services/gradeduc.html>.

Meeting these enrollment challenges is, of course, contingent upon the availability of adequate state support. UC campus growth, along with needed renovation and seismic projects, will require at least an estimated \$600 million per year in capital funding for the nine existing campuses: approximately \$350 million for development of new facilities and expansion of campus infrastructure to accommodate enrollment growth; and \$250 million for renewal and modernization of existing facilities and correction of seismic hazards. (Development costs for

the new campus in Merced are estimated to be in the neighborhood of \$100 million over a five-year period.) Enrollment growth will require hiring of new faculty and expansion of student services. The university will also need to receive the operating budget support necessary to preserve its high-quality instructional and research programs, which provide the educated workforce and research innovations that are critical to California's knowledge-based economy.

C. UC MERCED - THE 10TH CAMPUS

Development of a tenth campus will enable the University to maintain overall undergraduate access at the levels contemplated in the California Master Plan. The University identified the San Joaquin Valley as the region in which a new campus should be located, because it is the only major region of substantial population and high projected growth without a University of California campus. Upon completion of a six-year review of over 80 sites, in May 1995 the Regents selected a site northeast of the city of Merced for the tenth campus of the University of California.

Initially scheduled to open in 2005, UC Merced moved the opening date to Fall 2004 at the Governor's request and was provided additional funding to achieve this goal. UC Merced will enroll 1,000 undergraduate and graduate students on opening day, growing to 25,000 students at build-out. Chancellor Carol Tomlinson-Keasey was appointed in July, 1999 and Executive Vice Chancellor and Provost David Ashley was appointed in July 2001.

Academic planning for UC Merced is based on the long-range goal of developing a distinguished general campus of the University of California and is guided by the following principles:

- < Fulfill the University of California's mission through excellent teaching, research and public service.
- < Create strong graduate and undergraduate programs.
- < Build an educational network in the Valley.
- < Link the campus technologically to the world.
- < Cooperate with UC campuses and National Laboratories, and with the California State Universities, California Community Colleges, and the K-12 schools.
- < Integrate the University and community.
- < Reflect the poetry of the San Joaquin Valley.

Beginning with the first three academic divisions--Engineering, Natural Sciences, and Social Sciences/Humanities/Arts--UC Merced will emphasize links among disciplines and keep the barriers between academic areas as low as possible. Undergraduate and graduate degree programs will be built around core and cross-cutting fields, encouraging collaboration across traditional disciplinary lines and emphasizing both breadth and the connections between disciplines. All three divisions will also contribute to undergraduate general education, in collaboration with the UC Merced college. The college will create academic connections throughout the undergraduate years, through such means as the general education program, freshman seminars, undergraduate research, internships and capstone experiences. UC Merced will offer education in the professions, beginning with a School of Management. Research institutes, starting with the signature Sierra Nevada Research Institute and World Cultures Institute, will attract faculty affiliates from throughout UC Merced and will contribute to establishing a reputation of distinguished UC Merced research.

UC Merced will be part of a new community that is being developed simultaneously with the campus. The main campus and neighboring planned community will be created utilizing the latest sustainable, environmentally-sensitive techniques. The campus will also use digital technology to create an educational network serving students and communities throughout the San Joaquin Valley.

The campus is envisioned as a hub that will connect to education centers throughout the San Joaquin Valley. The first such center was established in Fresno to consolidate and expand UC programs in the area prior to the opening of a tenth campus. The Tri-College center at Merced College is a cooperative venture with CSU Stanislaus and Merced College. A third center in Bakersfield was opened in 2001 and a fourth center is planned in Modesto. The centers are intended to serve many purposes: to support University outreach activities for Valley K-12 students and advanced professional development for teachers; to offer non-degree programming for working professionals; to support interaction with other regional educational institutions and with the community; and when the campus is opened, to extend additional educational opportunities through degree credit programming.

The Central Valley Higher Education Consortium has been formed, consisting of the CEOs of UC Merced, the three California State University, and the twelve California Community Colleges in the region. The purpose is to strengthen ties among the three public segments of higher education in the San Joaquin Valley and to make student transition from one segment to another as seamless as possible. As part of its commitment to strong intersegmental cooperation, UC Merced is piloting a concurrent admission program with four Valley community colleges, with the expectation of ultimately expanding the program to all twelve Valley community colleges.

More information about UC Merced is available at <http://www.ucmerced.edu/default.asp> and at <http://www.ucmerced.edu/welcome.html>.

D. OTHER ACADEMIC PLANNING ACTIVITIES

In addition to enrollment planning, the UCOP **Planning and Analysis Office** prepares an annual report on *Undergraduate Instruction and Faculty Teaching Activities 2000*, and periodic reports on such topics as *Programs to Assist Students to Graduate Within Four Years 2000*, *Survey on Faculty Use of Technology as a Tool in Instruction*, and other topics as need arises. In past years, the department has examined the feasibility of a three-year baccalaureate degree, year-round operations and improved use of physical facilities. The **Planning and Analysis Office** also looks regularly at time-to-degree issues for both undergraduate and graduate students, at retention and graduation, student satisfaction, and quality of undergraduate education.

The **Academic Initiatives Department**, created in 1997, is involved in a number of planning activities. It is responsible for consideration of the possible roles for, and likely impact of, digital and other new learning technologies on the University; and for developing new ways to extend the reach of the University to new audiences, such as working adults. New initiatives in this area include:

- the California Digital Library - "library without walls" built on the extensive base of UC knowledge and experience in developing and distributing digital materials. <http://www.cdlib.org/>;
- the Master of Advanced Study - a professional master's program geared to working adults <http://www.ucop.edu/acadinit>;
- UC's satellite television station, UCTV, which broadcasts informational, educational, and enrichment programming drawing on the vast intellectual, scientific and creative talents of the University of California. Programs are broadcast live and on-demand twenty-four hours a day, seven days a week at the website and are also available to more television viewers throughout North America on Echostar Satellite's DISH Network, channel 9412, and on cable in parts of California. <http://www.uctv.tv/>
- the Teaching, Learning and technology Center (TltC) - a center-without-walls that seeks to provide systemwide visibility of campus and faculty efforts in the development and use of teaching and learning technologies and complementary support to leverage those efforts for the benefit of the University. It publishes an online forum administers a grants that aim to further the innovative uses of instructional technology through partnerships within and across campuses. <http://www.ucltc.org/>

The department is also responsible for the systemwide aspects of library planning, academic planning and program review, UC/CSU joint doctoral degree programs, copyright (in collaboration with the Information Resources and Communications Department), and UC's Center in Washington DC (<http://www.ucdc.edu/>).

Publications

Papers and reports on various planning issues can be found on the Web at <http://www.ucop.edu/planning/> and <http://www.ucop.edu/acadinit/>

See also **Making Discovery Work** at <http://www.ucop.edu/ucophome/commserv/pubs.htm>

UNIVERSITY OF CALIFORNIA ACADEMIC PLANNING COUNCIL CHARGE AND MEMBERSHIP

Both the Transition Team Task Force on Academic Planning and the Academic Council recommended that the Office of the President establish a joint administrative and Senate coordinating council that could guide Universitywide strategic academic planning. The resultant body, Academic Planning Council (APC), replaced the Academic Planning and Program Review Board (APPRB).

The intention is to create an academic planning board that is parallel in scope of responsibility and configuration to the Executive Budget Committee. At the Universitywide level, the Council is intended to parallel the joint administrative/Senate committees on campus that are organized to assure timely decision-making on matters of academic planning. The APC does not alter or lessen the planning functions of the other existing bodies, such as the Academic Council or the Council of Vice Chancellors.

The charge to the APC includes:

- < giving Universitywide guidance and advice on academic and strategic planning.
- < coordinating Universitywide academic planning activities with pertinent related activities.
- < guiding innovation and redirection of academic efforts within UC as a whole.

APC Membership (as of 2002-03):

Chair: Provost and Senior Vice President for Academic Affairs

Three Office of the President Administrative Officers: Vice President for Health Affairs, Vice President for Agriculture and Natural Resources, and Vice Provost for Academic Initiatives.

Four Campus Administrative Officers: two Executive/Academic Vice Chancellors, one Academic Vice Chancellor for Research or Graduate Dean, one Vice Chancellor for Undergraduate Affairs or Undergraduate Dean.

Seven Academic Senate Members: Chair and Vice Chair of the Academic Council. The chairs of CCGA, UCPB, and UCEP. Two additional council members to be named by the Academic Council. The Chair of the Academic Council serves as the Vice Chair of the Academic Planning Council.

Two Student Members: one undergraduate student, one graduate student.